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IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 288 954
CE 047 636

Charters, Alexander N.
A Primer of Adult Education. Surveys and Studies.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Literacy, Adult Education and Rural Development.
REPORT NO.- ED-87/WS/10

ED 288 965
CE 047 979

Connections. School and Work Transitions. The Connector's Guide.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 267p.; For related documents, see ED 263 383 and CE 047 980-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100AA--$39.95; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Development; *Career Education; *Career Planning; Educational Resources; *Education Work Relationship; Followup Studies; Information Sources; *Job Placement; *School Community Relationship; Secondary Education; Student Needs; Vocational Interests; Work Attitudes; *Youth Employment

This Connector's Guide contains a set of seven resources for administrators, counselors, teachers, and employers that offers strategies and techniques for effecting successful youth transitions. "Introduction to Connections" presents program coordinators with an overview of the components in the Connections package and describes their purposes, benefits, and uses. "An Action Guide to Youth Employment" presents recommendations for effecting positive youth transitions from school to work, strategies for implementing the recommendations, and research findings and data that support the recommendations. "Assessing and Planning with Students" outlines the overall processes for assessing students' needs, skills, attitudes, and interests and in developing individual career plans. It provides a number of suggestions for using individualized career development plans, computerized career guidance systems, and community resources in career planning. "Involving the Community in Transitions" outlines steps in planning and implementing school-community linkages and the competencies needed by school-community coordinators. "Placing Students in Jobs" provides an overview of steps needed in developing, implementing, and evaluating placement programs. "Following Students into the World of Work" focuses on steps in planning follow-up studies, data collection, and reporting, as well as developing and delivering followthrough services. "Resources for Connections" identifies materials that support the Connections resources. An annotated bibliography lists 150 print, audiovisual, and computer resources. Annotations provide type of resource,

intended users, a brief overview of content, and pagination. The names and addresses are also provided of 115 organizations and associations, most of which are national in scope, which provide services relevant to youth in transition. It also includes descriptions of 13 databases and 4 electronic services helpful to institutions serving youth in transition. (YLB)

ED 288 977
CE 047 991

Lankard, Bettina A.
Handle Job Offers. Work Skills: Job Search Skills Competency 5.0. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 24p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB06--$15.00; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; Career Education; Competency Based Education; *Decision Making Skills; Educationally Disadvantaged; Education Work Relationship; Employment Interviews; *Employment Potential; Employment Practices; Employment Qualifications; *Job Applicants; Job Application; *Job Search Methods; *Job Skills; Learning Activities; Learning Modules; Occupational Information; Secondary Education

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This competency booklet covers two tasks needed to handle job offers: finding out information about the job and company, and negotiating for the job. Each task is coordinated with operational units, a performance objective, and a step-by-step procedure for performing the task, as well as suggestions for evaluation. Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (KC)

ED 288 989
CE 048 005

Belcher, James O.; Warmbrod, Catharine P.
Adult Career Guidance. OPTIONS. Expanding Educational Services for Adults.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 134p.; For related documents, see CE 048 001-008.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP500FA--$12.95; complete OPTIONS set, SP500--$174.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Counseling; Adult Education; *Ancillary School Services; Career Counseling; *Career Guidance; *Disabilities; *Dislocated Workers; *Displaced Homemakers; Employment Potential; Multicultural Education; Older Adults; Postsecondary Education; Program Development; Program Implementation; Student Needs

This monograph is part of OPTIONS, a packaged set of materials developed to provide postsecondary administrators, program planners, curriculum developers, counselors, and instructors with up-to-date, reliable information. This volume and two other monographs are intended to enable counselors and instructors to establish and conduct special services to meet the learning and career needs of adult populations. The publication prepares counselors to provide intake, assessment, employability skill development, and career guidance to multicultural, handicapped, and older adults, as well as dislocated workers and women reentering the work force. The eight chapters present a succinct, practical, action-oriented synthesis of research and development material that addresses the issue of providing special services to various populations of adult learners. Topics are implementing adult intake and assessment, providing employability skills for adults, providing career guidance for multicultural adults, providing career guidance for older adults, providing support services for handicapped adult learners, planning dislocated worker programs, providing vocational counseling for the dislocated farmer, and providing vocational counseling for the displaced homemaker and reentry woman. Each chapter shows how the basic theories and strategies may be adapted to respond to the particular needs of the adult population. (YLB)

ED 289 002
CE 048 998

Polzella, Donald J.; And Others
Aircrew Training Devices: Utility and Utilization of Advanced Instructional Features (Phase IV--Summary Report).
Dayton Univ., Ohio. Research Inst.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- AFHRL-TR-87-21
PUB DATE- Nov 87
NOTE- 110p.; For report on phases 1-3 of this project, see ED 271 101.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Simulation; Computer Software; *Flight Training; *Military Training; Postsecondary Education; *Program Effectiveness; Program Improvement; Teaching Methods
IDENTIFIERS- *Air Force

Modern aircrew training devices (ATDs) are equipped with sophisticated hardware and software capabilities, known as advanced instructional features (AIFs), that permit a simulator instructor to prepare briefings, manage training, vary task difficulty/fidelity, monitor performance, and provide feedback for flight simulation training missions. The utility and use of the AIF capabilities of Air Force ATDs were explored by means of a survey of 534 simulator instructors from Air Training Command, Military Airlift Command, Strategic Air Command, and Tactical Air Command training sites. The primary purpose of the survey was to provide a database that could be used in defining the requirements for ATD procurement and in developing future ATD training programs. The results indicated that, in general, the features that were rated highest were those used for training management, variation of task difficulty/fidelity, and monitoring student performance. The level of AIF use was affected somewhat by hardware and/or software unreliability, implementation time, functional limitations, and design deficiencies. However, the presumed training value of an AIF was the most important determinant of its use. Recommendations were made concerning the AIF capabilities of future ATDs and research aimed at determining the principles of effective AIF use. The survey instruments are appended. (Author/KC)

ED 289 017
CE 049 099

Spewock, Michael A.
A Model Entrepreneurship Training Program for Vocational Educators. Final Report.
Indiana Univ. of Pennsylvania.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 15 Sep 87
NOTE- 314p.
CONTRACT- 86-7033
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Administration; *Business Education; *Curriculum Development; *Entrepreneurship; Inservice Teacher Education; Instructional Materials; Learning Activities; *Professional Development; Secondary Education; *Small Businesses; Teacher Workshops; Vocational Education Teachers

The first part of this document provides materials from a project to develop a training workshop for vocational educators who plan to incorporate the teaching of entrepreneurship into their regular curriculum. Extensive appendixes to this part contain materials from the project and workshop. The second part is a curriculum for teachers who wish to incorporate entrepreneurship training. The curriculum contains nine chapters with the following headings: Are You an Entrepreneur?; Generating an Idea for a Business Venture; Planning Your Business; Financing: How to Get It; Generating Sales; Business Arithmetic; Bookkeeping and Recordkeeping Operations; What Are Your Legal Responsibilities? and Asking for Help from Professional Advisors. Components of each chapter include a list of objectives, introduction, learning experiences with informative material, activities, and self-checks. (YLB)

ED 289 031
CE 049 193

Vocational Education Sex Equity Report: Secondary 1986.
Minnesota State Commission on the Economic Status of Women, St. Paul.

SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
PUB DATE- 86
NOTE- 35p.
CONTRACT- 10-SE-II-A-CPA-84
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Business Education; Distributive Education; *Enrollment; Equal Education; High Schools; Home Economics; Nondiscriminatory Education; *Nontraditional Occupations; Office Occupations Education; Personnel Data; *Personnel Integration; *Sex Fairness; Statistics; Technical Education; Trade and Industrial Education; *Vocational Education; Vocational Followup
IDENTIFIERS- *Minnesota

This report provides information about the status of male and female students and staff in Minnesota high school vocational courses during the 1984-85 school year. The information is intended to enhance equity efforts by measuring progress and indicating areas needing attention. Narrative and tables or charts illustrate vocational enrollment, enrollments by program type (traditional, nontraditional, segregated), enrollments by curriculum area (agriculture, distributive education, health occupations, home economics, office occupations, technical education, trade and industrial), high school follow-up for the class of 1984, and vocational staff patterns. Eleven additional tables depict enrollments by grade level and sex, race and sex, and minority status; number of programs by type; enrollments by program type and sex; traditional and nontraditional enrollments; vocational enrollments by course (agriculture, distributive education, health occupations, home economics, business and office, technical occupations, trade and industrial); occupations of graduates, one year later; hourly wages of vocational graduates; and vocational staff by curriculum area. (YLB)

ED 289 045
CE 049 221

The Fourth R: Workforce Readiness. A Guide to Business-Education Partnerships.
National Alliance of Business, Inc., Washington, D.C.
SPONS. AGENCY- Department of Labor, Washington, D.C.
REPORT NO.- ISBN-0-88713-810-1
PUB DATE- 87
NOTE- 61p.; Appendixes are printed on light grey paper.
AVAILABLE FROM- National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 ($10.00; bulk discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Responsibility; Case Studies; *Cooperative Planning; *Cooperative Programs; Coordination; Educational Cooperation; *Education Work Relationship; Program Content; Program Development; *School Business Relationship; Secondary Education; *Transitional Programs; Vocational Adjustment
IDENTIFIERS- *Boston Compact

This guide is intended to explain the types of partnerships that business can form with education to prepare students to enter and make a successful adjustment to the demands of the workplace. The first chapter discusses the consequences for business of an ill-prepared work force and examines the issues of the quantity and quality of workers, with special attention to the problems posed by the dwindling entry-level work force and the increasing mismatch between workplace needs and worker skills. The return on business investment in education (including development of a literate and better-trained work force, a better business climate in the community, and a better national competitive edge in the global marketplace) are examined next. The third chapter, which is a case study in the development of a business-education partnership, outlines the history, outcomes, and lessons learned from the Boston Compact (a school-business partnership that was formed to improve attendance, reduce the dropout rate, improve performance levels, and increase college and job placement rates among students enrolled in Boston's public schools). Multilevel partnerships as well as partnerships in policy, systemic educational improvement, management, teacher training and development, the classroom, and special services are explained. Assessing community needs and building a school-business partnership are the focus of the final chapter. Appendixes include selected partnership profiles, an index of programs referred to, and selected references and lists of associations and organizations. (MN)

ED 289 059
CE 049 286

Silverman, Eda; Hanna, Joyce
Test Anxiety Reduction. Student Handbook.
CORA-Neumann Program, Philadelphia, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Advisory Services.
PUB DATE- May 87
NOTE- 17p.; For related documents, see CE 049 285-287.
CONTRACT- 98-7018
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Behavior Modification; *Change Strategies; Coping; High School Equivalency Programs; Relaxation Training; *Stress Management; Student Developed Materials; *Test Anxiety; *Test Wiseness
IDENTIFIERS- 310 Project; *General Educational Development Tests

This handbook is intended to illustrate to students that they are not alone in their fear of tests and to help students reduce their own test anxiety. The handbook is a compilation of writings contributed by students who attended an adult basic education (ABE) program to prepare teenage and adult students to take the General Educational Development (GED) test. The poems, articles, and crossword puzzle included in the handbook reveal their authors' personal feelings about tests and explain how learning about methods to reduce test anxiety helped them to perform better in testing situations. (MN)

ED 289 073
CE 049 304

Temple, Lori L.; Gavillet, Margaret
The Development of Computer Confidence in Seniors.
PUB DATE- Oct 87
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education, *Anxiety; *Computer Literacy; *Computer Science Education; Continuing Education; *Older Adults; *Outcomes of Education; Program Effectiveness

A computer confidence course designed to teach the fundamentals of computer literacy was offered to 19 members of the Las Vegas (Nevada) Senior Center (mean age = 63.9 years). Computer anxiety and computer literacy measures were taken before and after the 12-hour course. The course curriculum included sections on computer knowledge, computer applications, and computer programming. An expected decrease in anxiety did not occur, although there was a significant increase in literacy. The results indicate that older computer users have both a willingness to explore the functions of computers and an ability to use the computers to enhance daily functioning. (Author/KC)

ED 289 087
CG 020 353

Perry, Gloria R.; Chaney, Judith A.
Coping with Multiple Demands: A Study of Women Faculty in Schools of Nursing.
PUB DATE- 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Coping; Higher Education; Mentors; *Nurses; Nursing Education; *Role Conflict; *Social Support Groups; *Women Faculty

In his work on coping patterns of professionally educated women, Douglas Hall (1972) identified three major styles of coping in relation to role conflict: (1) negotiators, who enlist others to help with their work; (2) priority setters, who have their own priorities and can give up less important roles; and (3) superwomen, who try to do everything. This study examined the coping styles of 309 nurse faculty from 30 baccalaureate degree nursing programs. Respondents read and responded to nine vignettes which contained situations illustrating the balancing of roles expected in academe. Each vignette had three answers giving the respondent the choice of being a negotiator, priority setter, or superwoman. Fourteen demographic questions were also included. The results revealed that the sample group most often chose negotiation as a coping pattern. The majority (92%) negotiated with family or other support people to take over some of their roles at various times. The hypothesis that there would be a significant relationship between preference for negotiation type coping and a well-developed social support system was supported. The hypothesis that there would be a significant relationship between preference for priority type coping and the presence of a mentor was not supported. Support systems, mentorship, and commitment to academic role in nursing were all examined. (NB)

ED 289 101
CG 020 367

Hearing to Provide an Experience of Life in the United States for Children from Areas Affected by Civil Strife in Ireland. Hearing on H.R. 1019 before the Subcommitee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 17 Mar 87
NOTE- 51p.; Serial No. 100-13. Portions of document contain small/light print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Childhood Needs; *Children; *Educational Experience; Elementary Secondary Education; Experience; *Federal Legislation; Foreign Countries; Hearings; International Cooperation; *Student Exchange Programs; *Study Abroad
IDENTIFIERS- Congress 100th; *Northern Ireland

This document presents the text of a Congressional hearing called to discuss H.R. 1019, To Provide an Experience of Life in the United States for Children from Areas Affected by Civil Strife in Ireland. Congressman Pat Williams, sponsor of the bill, describes the bill as allowing local education agencies to offer an opportunity for children from Ireland to come to America for one school year; attend an American school; affiliate with children of various ethnic, religious, social, and cultural backgrounds; and experience life generally in the United States. John Hume, member of the British Parliament, testifies in support of the bill but questions the age of children to be affected by it, suggesting that an exchange program of college students between Irish and American universities would be most beneficial. Paul Quinn, attorney, commends the proposal and supports its passage. Judy McLennan, co-chairman of the Belfast Children's Program, describes her program which places children from Northern Ireland with American families for 6 weeks during the summer, and supports passage of H.R. 1019. Abigail McNamee, associate professor, Herbert H. Lehman College of New York, describes the educational system in Northern Ireland and the developmental characteristics of the children. Joseph McNamee, director of Psychological Alternatives, P.C. discusses the potential benefit of the program proposed in H.R. 1019 and gives 13 recommendations for the program. Prepared statements, letters, and supplemental materials are included. (NB)

ED 289 115
CG 020 381

Medical Malpractice: A Framework for Action. Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-73
PUB DATE- 20 May 87
NOTE- 38p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more copies, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Cost Effectiveness; Government Role; *Insurance; *Legal Problems; *Malpractice; *Physicians; State Action; *Torts; Trend Analysis

At the request of Senator John Heinz and Representative John Edward Porter, the General Accounting Office (GAO) assessed the nature of increases in the costs of medical malpractice insurance over the years, how various states have tried to deal with medical malpractice problems, and what federal and state actions may be warranted. This report suggests actions that the GAO considers appropriate beginnings to address medical malpractice problems. An introductory chapter presents background information; documents the increases in medical malpractice insurance costs since 1983; and explains the scope, objectives, and methodology of the study. The second chapter focuses on actions to address medical malpractice problems and contains sections on : (1) reducing the incidence of medical malpractice injuries; (2) improving communication; (3) reforming tort laws; (4) evaluating alternative dispute resolution mechanisms; and (5) studying the insurance industry. GAO recommendations and suggestions to the United States Congress, the Secretary of Health and Human Services, and the Attorney General are discussed. Actions at the state level concerning oversight of health care provision are suggested. A list of GAO reports related to medical malpractice is appended. (NB)

ED 289 130
CG 020 397

A Comparison of the Youth Authority's Institution and Parole Populations. June 30, 1977 through June 30, 1986.
California State Dept. of the Youth Authority, Sacramento.
PUB DATE- Dec 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Correctional Institutions; *Criminals; *Delinquency; Demography; Sex Differences; *Trend Analysis; Young Adults; Youth Problems
IDENTIFIERS- California; *Parolees

This document contains a narrative and tables which provide information on the characteristics of the California Youth Authority's institution, camp, and parole populations as of June 30 of each year, 1977 through 1986. The characteristics compared in the report include committing court, county of commitment, admission status, ethnicity, Youthful Offender Parole Board status, average age, and four categories of commitment offenses (violent offenses, property offenses, narcotic and drug offenses, and other offenses). A summary section discusses changes which have occurred in the Youth Authority's population over the 10-year period examined. Seven data tables support the text. A highlights section explains the policy and legislative actions which may have had an effect on Youth Authority populations over the years, and recommends considering those effects when interpreting data. (NB)

ED 289 146
CG 020 413

Salm, Don
Crimes against Children: E. Contributing to Delinquency of a Minor. Discussion Paper 86-1E.
Wisconsin State Legislative Council, Madison.
PUB DATE- 2 Oct 86
NOTE- 39p.; For related documents, see CG 020 406-414.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Adolescents; *Alcoholic Beverages; Children; *Crime; *Delinquency; *Legal Responsibility; *State Legislation; Victims of Crime
IDENTIFIERS- *Wisconsin

This document is one of six discussion papers prepared for the Wisconsin Legislative Council's Special Committee on Crimes Against Children. The introduction explains the committee's task of conducting a thorough examination of state laws relating to crimes against children, reviewing major policy issues affecting those laws to determine whether substantive changes are needed in various statutory provisions and reorganizing the laws. This paper deals specifically with the crimes of contributing to the delinquency of a minor. It is organized into five parts which cover the areas of: (1) laws relating to contributing to the delinquency of children; (2) the prohibition against crime comics; (3) the prohibitions against furnishing alcoholic beverages to a child and the presence of minors on alcoholic beverage licensed premises; (4) the prohibitions against distributing controlled substances to minors; and (5) receiving stolen property from a minor. For each of these issues, there is a section explaining current law and a section giving suggestions for statutory revisions. Copies of the statutes covered in the report, arranged in numerical order, and a copy of ss. 939.50 to 939.52, which prescribe the basic criminal penalty classification system used in the Criminal Code are appended. (NB)

ED 289 160
CS 009 025

Binkley, Marilyn R.; And Others
Becoming a Nation of Readers: What Parents Can Do.
Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 40p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
AVAILABLE FROM- What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50). D.C. Heath and Co., Reading Marketing Dept., 95 Hayden Ave., Lexington, MA 02173 (For packages of 10 booklets).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Reading; *Literacy; Literacy Education; Parent Attitudes; Parent Child Relationship; *Parent Influence; *Parent Participation; Preschool Children; Primary Education; Reading Aloud to Others; Reading Attitudes; *Reading Instruction; *Reading Processes; Recreational Reading; Written Language
IDENTIFIERS- Reading Motivation

Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents. (NKA)

ED 289 173
CS 210 870

Styne, Marlys M.
Computers for College Writing: A Promising Beginning.
PUB DATE- 24 Apr 87
NOTE- 22p.; Paper presented at the University of Illinois at Chicago/City Colleges of Chicago Partnership Program Conference "Cultural and Cognitive Approaches to Teaching Writing and Mathematics to Undergraduates" (Chicago, IL, April 24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; *Freshman Composition; Higher Education; Teacher Administrator Relationship; Teaching Methods; Word Processing; *Writing Instruction; *Writing Laboratories; Writing Research

Noting that computers have fascinated teachers looking for new and better ways of teaching writing, not because the machines make students into better writers, but because they are useful tools that make editing and revising much easier, this paper explores the use of computers to teach writing, based on the experiences of a writing laboratory instructor at Chicago's Wilbur Wright College. The paper first discusses choosing a computer for the laboratory, recommending unconnected microcomputers over mainframes or networks. Next considered is choice of word processing software; full-featured programs are recommended but simpler programs for beginners are also suggested. Other software, such as spelling checkers, outliners, and style checkers are also discussed. Next the document focuses on political issues, such as the relationship of writing laboratories to administration, laboratory scheduling, and money matters. The document then examines the details of working word processing instruction into the freshman composition curriculum, stressing the importance of handouts. Advantages and disadvantages of using computers in composition courses are then enumerated, and the lack of research studies on the topic is noted. An annotated, selected bibliography is appended. (SKC)

ED 289 187
CS 505 780

Gilder, Eric
An Enigmatic Embrace: Problems of Regulating the Effects of New Communication Technologies in the Soviet Union.
PUB DATE- Nov 87
NOTE- 34p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; *Communication (Thought Transfer); Communication Research; Communications Satellites; Cultural Influences; Federal Regulation; Foreign Countries; *Government Role; Mass Media; *Mass Media Effects; Models; Political Influences; Propaganda; Public Opinion; Social Influences; *Technological Advancement; *Telecommunications; Television Viewing; Videotape Cassettes; Videotape Recorders
IDENTIFIERS- Burke (Kenneth); *Media Government Relationship; Pentadic Analysis; *USSR

The telecommunication revolution in the USSR is creating structural change in the culture, encompassing media, societal, and ideological systems. In the process, it is replacing traditional Soviet collectivist values with individualist, western values. Increasingly easy access to western ideas through VCRs, direct broadcast satellites (DBS), and home computers has led the Communist Party to restrict access to all but Soviet ideas through these media, although not entirely successfully. On the black market, Japanese VCRs and western films outsell the poorly made Soviet VCRs and limited selection of tapes. Estonians are also able to receive Finnish broadcasts of American television programs, which the Soviets have attempted to control with "prior consent" agreements with the West concerning satellite broadcasts. The most pressing problem, however, lies with the Soviets' need for computer literate citizens who will not undermine propaganda and information control by connecting with non-Soviets through telephone-linked computer systems. Kenneth Burke's "pentad" model illustrates how the communication technologies can act as a change agent upon the Soviet media system and larger society, with the "agent" being the Soviet government, Soviet society the "scene," and the desire to compete with western technology the "purpose." Whether the new technology can be kept under control is a pressing question for Soviet leaders, a problem which could, conceivably, cause another October revolution. (Thirty-six references and a diagram of Burke's "pentad" model are included.) (JC)

ED 289 203
CS 505 827

Friedley, Sheryl A.
Interpersonal Communication: A Selected, Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communication (Thought Transfer); Communication Research; *Course Content; Higher Education; *Interpersonal Communication; Interpersonal Relationship; *Introductory Courses; Secondary Education; Speech Curriculum; *Speech Instruction; Teaching Methods
IDENTIFIERS- *Communication Behavior; Communication Strategies; *Speech Communication Education

Designed to assist secondary school and college teachers select classroom materials for an introductory course in interpersonal communication, this annotated bibliography cites materials that provide both descriptive and prescriptive information to enhance the development of the basic interpersonal communication course. The sources include recent editions of widely used texts--with special attention to specific orientation and units of study--as well as instructional resource materials. The 37 citations are organized under the following formats: (1) general texts; (2) anthologies; and (3) institutional resources. (NKA)

ED 289 221
EA 019 639

Thomas, Vernadine; Ogletree, Earl J.
Administrative Style and Leadership Effectiveness.

PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Characteristics; *Administrator Evaluation; Administrator Role; Comparative Analysis; Elementary Secondary Education; Instructional Leadership; Leadership Qualities; *Leadership Styles; *Principals; Research Utilization; Teacher Administrator Relationship; Teacher Attitudes; *Theory Practice Relationship; Trend Analysis

Trends over the past 25 years in research on evaluation of school administrative leadership are analyzed in this summary report. Administrator evaluation became a concern as the principal's influence on the performance and attitudes of faculty and staff was realized. Research on organizational psychology demonstrated the relationship between leadership effectiveness and subordinates' confidence. Recent research in school improvement stresses teacher attitudes toward the role of principal. Although surveys show that teachers and administrators believe they should make decisions about teaching and evaluation procedures together, findings also indicate teachers have a lack of knowledge about the issues involved in teacher evaluation. Early research on principals tended to focus on leadership traits, which were, for example, described as either "authoritarian" or "democratic" in nature. Henry Mintzberg's (1973) research established an undisputed administrative model based on the finding that leadership style had more influence on managers' work behavior than did situational variables. More recent research has investigated the relationship between the perceived leadership style of principals and the acceptance of teachers in professional matters. Attitude surveys attempt to balance the variables of a leader's personality characteristics, the type of situation, and subordinates' personality characteristics as determinants of the most effective leadership practices. Investigators can now state that leadership research cannot specify the proper practices for all situations. A 3-page bibliography is appended. (CJH)

ED 289 234
EA 019 754

Simon, Toby R., Ed.
Handbook of Effective Board Leadership.
New Jersey School Boards Association, Trenton.
PUB DATE- 85
NOTE- 100p.
AVAILABLE FROM- Business Office, New Jersey School Boards Association, P.O. Box 909, Trenton, NJ 08605-0909.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Policy; *Board of Education Role; *Boards of Education; Conflict Resolution; Curriculum Evaluation; Decision Making; Educational Finance; Elementary Secondary Education; *Leadership; Meetings; Parliamentary Procedures; Policy Formation; Politics of Education; Problem Solving; Public Agencies; Publicity; Public Policy; Public Relations; School Law; State School District Relationship
IDENTIFIERS- New Jersey; New Jersey School Boards Association

This publication, a resource for board of education presidents in the State of New Jersey, covers a wide range of topics pertaining to the board president's duties. Separate sections are devoted to the following: (1) the code of ethics for New Jersey board members; (2) statutory responsibilities of a board of education president; (3) an opinion essay entitled "The Antileadership Vaccine," contending that the American education system discourages intellectually gifted people from seeking leadership positions; (4) decision making; (5) conducting the board meeting; (6) understanding parliamentary procedure; (7) the board president as policy leader; (8) 10 questions to pry apart a district's curriculum; (9) reevaluating courses for the comprehensive high school; (10) evaluation of the chief school administrator; (11) chief school administrator job description; (12) progress toward objectives; (13) self-evaluation--a major board responsibility; (14) the process of board self-evaluation; (15) the New Jersey School Boards Association (NJSBA) board self-evaluation questionnaire; (16) legislation and the role of the board member; (17) the board president and labor relations; (18) board meetings as a district showcase; (19) designing the program--goals, objectives, and procedures; (20) a suggested statement of policy on school-community relations; (21) suggested objectives and procedures for developing a public relations program; (22) dealing with the press during a crisis; and (23) the NJSBA Field Services Department. (TE)

ED 289 247
EA 019 785

Agee, Janice Lowen
Challenge of Excellence. Annual Report, 1986.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0493-9
PUB DATE- 87
NOTE- 47p.
AVAILABLE FROM- Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Adult Programs; Annual Reports; Bilingual Education Programs; Developmental Programs; Dropouts; Educational Facilities Improvement; *Educational Improvement; Elementary Secondary Education; *Program Descriptions; Program Design; Program Effectiveness; *State Action; *State Programs; State School District Relationship; *Statewide Planning; Testing Programs; Vocational Education
IDENTIFIERS- *California

This annual report describes some of the major activities currently under way across California to implement educational reforms. The achievements described focus on raising standards in California schools, providing technical support to school districts, and charting progress at the local level through a statewide accountability program. The first section describes specific reforms in the following areas: curriculum, textbooks, accountability, the testing program, training of administrators, teachers, the middle grade task force, educational technology, safe schools, and health education. The second section focuses on specialized programs: the school improvement program, career-vocational preparation, special education, bilingual education, compensatory education, and adult/alternative education. The third section, "providing support," describes state initiatives for child development, dropout programs, school facilities management, and school finance. (TE)

ED 289 261
EA 019 836

Lanser, Kris
The Managerial Motivation Models Appear To Be in the Family Way.

PUB DATE- Nov 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Employee Assistance Programs; *Employer Attitudes; Employer Employee Relationship; *Employer Supported Day Care; Employment Projections; Individual Needs; Motivation; Organizational Theories; *Quality of Working Life; Research Needs; *Staff Development; Surveys
IDENTIFIERS- *Theory Development

Managerial motivation models have evolved beyond the human resource tradition of the 1960s and the 1970s to a form of corporate involvement with the personal needs of employees, many of whose family lifestyles have changed dramatically. To analyze the new role for companies and the corporate concern for employees' well-being, this research study surveyed representatives of firms to determine their company's current emphasis on employee development and their position on employer-supported child care. Information requests were sent to 314 firms representing the banking, computer, food, and textile industries. Results indicated that two-thirds of the 62 companies responding assist employees with child care concerns and that 80 percent of these companies go beyond traditional company benefits and tuition reimbursement programs. Provisions for personal development include employee assistance programs, consciousness raising workshops, and career counseling for family members. Companies are responding to the idea that the personal development of America's work force will ultimately lead to a more productive labor force. Additionally, companies are exhibiting a genuine concern for the employee's well-being. If future research proves that existing models inadequately describe a management's approach to employee motivation, a new model may be one with a sociobiological flavor. The mutually reciprocal relationship between management and employee resembles a kinship relationship that management has evolved into a higher level of survival. (CJH)

ED 289 276
EC 201 237

Meyers, Kathleen; Griesman, Brenda
Children Grow Up: Autism in Adolescents & Adults.
Bancroft School, Haddonfield, NJ.
PUB DATE- May 86
NOTE- 42p.; For related document, see EC 201 234-239.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; *Adults; *Autism; Employment Opportunities; Estate Planning; Family Programs; Group Homes; Individual Development; Parent Materials

The booklet examines issues associated with autism in adolescents and adults. Teenagers with autism exhibit behaviors not unlike their nondisabled peers, and standard definitions of the syndrome may not be relevant at that age. Brief articles explore the range of emotions families may encounter with a young adult or adult who has autism, typical issues (such as the child's sexuality and community reactions), demands on the family, guidelines for selecting day programs and group homes, programing factors, ways to promote independence in adults with autism, vocational opportunities, guardianship, and estate planning. Excerpts of parents' experiences are included, as are poems of a young adult with autism. (CL)

ED 289 293
EC 201 254

Tindall, Lloyd W.; Hedberg, Sally B.
Promising Programs.
PUB DATE- 23 Sep 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Planning; *Demonstration Programs; *Disabilities; *Education Work Relationship; Federal Programs; Job Placement; *Job Skills; Mental Retardation; *Secondary Education; Vocational Adjustment; *Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982

Benefits to disabled participants of programs funded by the Job Training Partnership Act (JTPA) are summarized and several JTPA programs highlighted. Common services included vocational assessment, work experience, career exploration, on-the-job training, vocational training, job placement, job counseling, job seeking, and job keeping. The Special Education Local Plan Areas (SELPAS) Job Project in California provides job training and placement services to 100 junior and senior special education students. Another project in California has resulted in dramatic employment success for adults with moderate to severe mental retardation in a residential setting. Successful efforts have also been undertaken in Cleveland, Ohio (a summer program focusing on locating and interviewing for jobs); Rochester, Minnesota (in-school work stations); and Lake Mills, Wisconsin (summer instruction in computers, communications/graphics arts, plastics, robotics, electronics, communication/audio visual, service occupations, and career exploration). (CL)

ED 289 309
EC 201 270

How to Participate Effectively in Your Child's IEP Meeting.
Co-Ordinating Council for Handicapped Children, Chicago, Ill.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- [87]
NOTE- 6p.
GRANT- G008203011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Due Process; Elementary Secondary Education; *Individualized Education Programs; *Parent Participation; Parent Rights; *Parent Teacher Conferences

This single-sheet eight panel brochure provides guidelines for parents on effective participation in meetings with school personnel to discuss their child's individualized education program (IEP). Included are an explanation of what the IEP contains; the settings in which it can be implemented; the non-academic, extracurricular, and supportive services which should be made available; how parents can prepare for the IEP meeting; specific suggestions for participating in the meeting; and procedures for pursuing legal rights in case of disagreement. (JDD)

ED 289 325
EC 201 286

Krivacska, James J.
Computerized IEP Management Systems.
PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Managed Instruction; Computer Software; Computer Uses in Education; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Management Information Systems; *Microcomputers; Needs Assessment; Program Implementation; School Psychologists

The preparation of the Individualized Education Program (IEP) for each handicapped child is seen as cumbersome and time consuming and involves writing similar goals and objectives repetitively for different students. Utilization of a microcomputer-based IEP preparation system has a significant impact on this process and what the school psychologist needs to know about computerized systems and what questions should be asked are the focus of this paper, which describes: (1) the steps the school psychologist should take prior to searching for a computerized system; (2) selection criteria and questions; and (3) implementation issues. The advantages and disadvantages of computerized systems should be considered in a preliminary needs analysis phase. Software specifications should be clearly defined and categorized as absolutely necessary or highly desirable. Implementation issues include staff training in both general computer skills and in software use, parent involvement in the computerization process, and quality control. (JDD)

ED 289 018
CE 049 147

Spitze, Hazel Taylor, Ed.
Ethics in Today's World. Proceedings, Anniversary Conference, Illinois Teacher of Home Economics (30th, Champaign, Illinois, April 11-14, 1987).
Illinois Univ., Urbana. Div. of Home Economics Education.

PUB DATE- Apr 87
NOTE- 82p.
AVAILABLE FROM- Illinois Teacher, 350 Education Bldg., University of Illinois, 1310 South Sixth Street, Champaign, IL 61820 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conference Proceedings; *Ethical Instruction; *Ethics; *Home Economics; Individual Development; *Moral Values; Postsecondary Education; Secondary Education; *Values Education
Presentations and panel discussion papers are provided from a conference on ethics, specifically in regard to home economics education. Presentations include "Education for an Ethical Society: Transforming Moral Education, Insuring Domestic Tranquility" (Jane Martin); "Taking Our Ethical Responsibilities Seriously as Home Economists" (Margaret Arcus); "Ethics in Home Economics Curriculum" (Janet Laster); "Ethical Dilemmas in Serving Both Public and Private Spheres" (Virginia Moxley); "'Deep' versus 'Shallow' Ecology: The Search for an Environmental Ethic" (George Kieffer); "Science and Ethics" (Edith Baldwin); "Ethics, Home Economics, and Development Education" (Gladys Gary Vaughn); "Ethics in Today's World" (Margaret Herrmann); "Ethical Considerations in Development Education" (Sally Williams); "Asking the Right Questions: Analyzing Ethical Issues in the Human Services Professions" (Samuel Nickols, Sharon Nickols); "Teaching Values in Education" (Robert Berdahl); "Human Development and Ethics" (Dorothy Mitstifer); "Ethics and the Media" (James Carey); and "Hestian Ethics: An Ethics of Care and Connection" (Patricia Thompson). A list of questions and comments from the discussion group sessions and a list of resolutions proposed by the Listening Panel are also provided. (YLB)

ED 289 060
CE 049 287

Silverman, Eda; Hanna, Joyce
Test Anxiety Reduction. Curriculum Guide.
CORA-Neumann Program, Philadelphia, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Advisory Services.
PUB DATE- May 87
NOTE- 41p.; For related documents, see CE 049 285-286.
CONTRACT- 98-7018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Behavior Modification; *Change Strategies; Coping; High School Equivalency Programs; Learning Activities; Lesson Plans; Relaxation Training; *Stress Management; *Test Anxiety; *Test Wiseness
IDENTIFIERS- 310 Project; *General Educational Development Tests

This curriculum guide is intended to assist teachers in helping their adult and teenage students learn to cope with their test anxiety. The introduction examines some of the causes of test anxiety and its negative ramifications from the standpoint of class placement, class grades, employment opportunities, and job advancement. General guidelines for presenting the curriculum (which is designed to be incorporated into four 2-hour classes) to students are listed. Procedural outlines are provided for each of the four classes. The objectives and goals, instructional procedures, and validation methods to be used in each class are cross-referenced. The following are among the topics covered during the four classes: physical and emotional behaviors associated with test anxiety, test anxiety as a conditioned fear, additional stressors experienced by minorities and women, general sources of test anxiety, childhood messages that lead to test anxiety, personal character traits that influence self-image, the connection between self-image and behavior, the phenomenon of catastrophicizing, strategies for reversing negative messages, strategies for taking reading and math tests, the benefits of exercise to reducing test anxiety, physical relaxation, stress reduction, methods of handling success, and ways of coping with anxiety. (MN)

ED 289 074
CE 049 306

Davis, Joseph L.
Vocational Counseling in Ohio Schools. Opening Doors to Opportunities.
Ohio State Advisory Council for Vocational Education, Columbus.
PUB DATE- 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Career Counseling; Career Development; *Delivery Systems; *Demonstration Programs; Educational Attitudes; *Models; Program Attitudes; *Program Implementation; Secondary Education; Student Recruitment; *Vocational Education

IDENTIFIERS- *Ohio

A study was conducted to examine the organization and operation of selected exemplary vocational counseling programs in diverse Ohio school districts and to identify conditions that appear to contribute to the effectiveness of vocational counseling services. The study also reported on problems and their preferred solutions, the observations of the investigator, and the recommendations adopted by the Ohio Advisory Council for Vocational Education. Six districts were selected from 15 nominated by a jury of five authorities; the districts were geographically dispersed and demographically varied. Administrators in these districts were interviewed, with the following results: (1) enrollment in vocational education has remained steady during the past five years; (2) educators reported little change in vocational course content and board of education policies; (3) the districts had a commitment to improving vocational counseling services as well as the content of vocational education programs; (4) the districts were heavily involved in helping students make informed educational decisions and were penetrating the lower grade levels with vocational education information; and (5) the entire faculty in each of the six school districts is expected to provide counseling services. (Following a summary of some of the exemplary practices in the districts, recommendations for state and local school boards and administrators are given.) (KC)

ED 289 088
CG 020 354

Belford, Susan; Gibbs, Margaret
Subject Reaction to Human-Caused and Naturally-Occurring Radioactive Threat.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Attribution Theory; Comparative Analysis; *Emotional Response; *Environmental Influences; Hazardous Materials; *Poisons; Safety; *Waste Disposal; Wastes
IDENTIFIERS- Radon

While research has shown that people are adversely psychologically affected by knowledge that their communities have been toxically contaminated, it has been suggested that those who see a disaster as naturally occurring tend to be less adversely affected than those who see a disaster as caused by human acts. To examine this issue, questionnaires were collected from 73 residents of Warwick, New York. Warwick residents potentially faced toxic contamination from both a natural occurrence (radon released by underground deposits of uranium) and a man-made problem (a plan to dump radioactively contaminated soil in the bordering town). The results revealed that respondents viewed the dumped toxic as more dangerous than the naturally-occurring toxic and were both more aware and more concerned about the dump situation. They also rated government handling of the dump as poorer than government handling of the radon problem. Subjects also differed in their emotional reactions to the two dangers, checking more total emotions in relation to the dump than to the natural radon and feeling more anger about the dump than about the natural radon. These findings support the hypothesis that perception of human causation leads to greater distress and anger than does perception of natural causation of toxic contamination. (NB)

ED 289 131
CG 020 398

Buri, John R.; Mueller, Rebecca A.
Conceptions of Parents, Conceptions of Self, and Conceptions of God.
SPONS. AGENCY- College of St. Thomas, St. Paul, Minn.
PUB DATE- Aug 87
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
GRANT- 33517
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Catholics; College Students; Higher Education; *Parent Child Relationship; Parents; *Religion; Self Concept; *Self Esteem; *Student Attitudes
IDENTIFIERS- *God (Concept)

Different theorists have suggested that an individual's view of God may be related to one's view of one's father, one's mother, or one's self. A study was conducted to examine the relationship of college students' conceptions of the wrathfulness-kindliness of God to their conceptions of their father's and mother's permissiveness, authoritarianism, and authoritativeness, and to their own self-esteem. Catholic college students (N=83) who considered God to be important in their lives, responded to the Tennessee Self-Concept Scale, a father's Parental Authority Questionnaire, a mother's Parental Authority Questionnaire, and a conception of God questionnaire. The results revealed that respondents' conception of self was more strongly related to their conceptions of God than were any of the conception of parental authority variables; self-esteem accounted for 24% of the variance in respondents' conceptions of the wrathfulness-kindliness of God. Respondents who felt themselves valuable, capable, and worthy were more easily able to conceptualize God as a loving, patient, and forgiving authority figure than were those who viewed themselves with greater degrees of self-dissatisfaction and self-rejection. (NB)

ED 289 147
CG 020 414

Haas, Shaun; And Others
Crimes against Children: F. Regulatory Offenses Directed at Children. Discussion Paper 86-1F.
Wisconsin State Legislative Council, Madison.

PUB DATE- 5 Nov 86
NOTE- 56p.; For related documents, see CG 020 406-413.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Adolescents; Blindness; *Child Abuse; Children; *Childrens Rights; *Crime; Death; Employment; Infants; Lead Poisoning; Legal Responsibility; School Responsibility; *State Legislation; Victims of Crime
IDENTIFIERS- *Wisconsin

This document is one of six discussion papers prepared for the Wisconsin Legislative Council's Special Committee on Crimes Against Children. The introduction explains the committee's task of conducting a thorough examination of state laws relating to crimes against children, reviewing major policy issues affecting those laws to determine whether substantive changes are needed in various statutory provisions and reorganizing the laws. This paper deals specifically with regulatory offenses directed at children. It is organized into seven parts which cover the areas of: (1) the prohibition against furnishing a pistol to a minor; (2) the statute relating to concealing the death of a child; (3) the prohibition against receiving property from a child; (4) employment regulations relating to minors; (5) pupil discrimination, hazing, and strip searches by school employees; (6) regulations relating to infant blindness and lead poisoning; and (7) laws relating to the participation of minors in boxing exhibitions. For each of these issues, there is a section explaining current law and a section giving suggestions for statutory revisions. Copies of the statutes covered in the report, arranged in numerical order, and a copy of ss. 939.50 to 939.52, which prescribe the basic criminal penalty classification system used in the Criminal Code are appended. (NB)

ED 289 204
CS 505 828

Phifer, Gregg
Parliamentary Law: A Selected Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.;
Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- Aug 84
NOTE- 5p.; Small print.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information
Analysis/State-of-the-Art Materials - ERIC Information Analysis
Products (071)
DESCRIPTORS- Annotated Bibliographies; Course Content; *Group
Discussion; Group Dynamics; Higher Education; *Interpersonal
Communication; Laws; *Meetings; Organizational Communication;
Organizations (Groups); *Parliamentary Procedures
IDENTIFIERS- *Formal Language; Organizational Behavior;
Organizational Skills; *Parliamentarians; Rule Governed Behavior;
Rules and Regulations

Sources in this annotated bibliography are intended for persons who are called upon to moderate or participate in formal or large-group meetings, and for instructors who teach courses in parliamentary law or who must incorporate such a unit in a larger course. The 43 citations are organized by format: (1) manuals; (2) textbooks; (3) programmed texts; (4) readings and other specialties; (5) journal articles; (6) ERIC documents; (7) films; and (8) periodicals. (NKA)

ED 289 277
EC 201 238

Autismo: Lo Que Miembros de Familia Necesitan Saber (Autism: What the Family Members Need to Know).
Bancroft School, Haddonfield, NJ.

PUB DATE- Dec 86
NOTE- 50p.; For related document, see EC 201 234-239.
LANGUAGE- Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Autism; Civil Liberties; Coping; Due Process; Elementary Secondary Education; *Family Life; Family Problems; Parent Attitudes; Parent Materials; *Parent Role; *Special Education
IDENTIFIERS- New Jersey

In Spanish, the booklet addresses basic information for families with children who have autism. Facts about the syndrome are listed, followed by signs and symptoms, a summary of programmatic requirements, answers to questions frequently asked by families, suggestions to help parents cope, concerns facing adolescents and adults with autism, and information about parents' rights in special education, due process, and services of the New Jersey Division of Developmental Disabilities. (CL)

ED 289 294
EC 201 255

Programs Funded through the Family Court Order Process for Children with Handicapping Conditions Birth to Five. Programmatic Guidelines and Standards.
New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
PUB DATE- Jul 87
NOTE- 25p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Early Childhood Education; Eligibility; Individualized Education Programs; Infants; Preschool Education; *Special Education; *State Aid; State Legislation; *State Standards
IDENTIFIERS- *New York

The manual describes program standards and guidelines for New York programs interested in qualifying for state reimbursement for special education costs ordered by the court in serving handicapped students birth to 5 years of age. Standards are set forth for the following areas: eligibility (including definitions of handicapped conditions); continuum of services (as provided in various program models); program considerations (e.g., curriculum, family involvement, staff development); teacher qualifications; class size and student teacher ratio; development of individualized education program (including phase I and II components and review procedures). (CL)

ED 289 310
EC 201 271

Vanderheiden, Gregg C.
Practical Application of Microcomputers To Aid the Handicapped.
Wisconsin Univ., Madison. Trace Center.
PUB DATE- Jan 81
NOTE- 10p.; A product of the Trace Research and Development Center on
  Communication, Control, and Computer Access for Handicapped
  Individuals. For related documents, see ED 201 272-280.
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison,
  Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($1.10).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Journal Articles (080)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities;
  *Microcomputers; *Rehabilitation; Sensory Aids

The paper focuses on the development of relatively low-cost microcomputers, which provide a potentially powerful tool for the rehabilitation field. The paper discusses such areas of application as sensory enhancement/translation, manipulator controls, information amplification, special control interfaces to other devices, recreation and development aids, educational aids, communication aids, cognitive and language processing assistance, information resource/management, security/monitoring systems, and so on. Three approaches to providing aids to the handicapped are discussed: commercially available aids, custom-built aids, and modified standard systems. Barriers to more extensive use of microcomputers in rehabilitation are cited, and approaches to the problems of multilevel and multitasking processing are examined. (JDD)

ED 289 326
EC 201 287

Hutinger, Patricia L.; And Others
Birth to Three Programs in Illinois: The State of the Art. Executive Summary.
Western Illinois Univ., Macomb. Coll. of Education.
SPONS. AGENCY- Governor's Planning Council on Developmental Disabilities, Springfield, Ill.

PUB DATE- Jul 85
NOTE- 49p.; For related documents, see EC 201 288-289.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Early Childhood Education; Eligibility; *Intervention; Models; *Program Development; Program Evaluation; Recordkeeping; Staff Development; State Legislation; *State Standards
IDENTIFIERS- *Early Intervention; *Illinois

This document contains an executive summary of a study designed to: determine the status of early intervention (birth-to-3) programs for handicapped children in Illinois, to make recommendations for future planning, and develop training modules focused on the findings. It discusses the study's rationale, method, and design; estimates incidence rates of handicapping conditions; and reviews state regulations. The document summarizes study results in the following areas: rural and urban program differences, number of children served, service delivery strategies, screening and referral, child evaluation, transition, parent involvement, staff preparation and certification, staff development, staff morale, and funding. Recommended standards for comprehensive birth-to-3 early intervention programs are provided, along with an outline of a model program's components in the areas of program structure, handicap identification, eligibility determination, program development, program implementation, transition, evaluation, and administration. The document concludes with recommendations to improve birth-to-3 programs in Illinois in the areas of approach, standards, personnel certification, record-keeping, funding and budgeting, eligibility criteria, staff development, program evaluation, and program characteristics. (JDD)

PUB DATE- Apr 87
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Adult Students; *Delivery Systems; *Educational Finance; Fund Raising; *Lifelong Learning; Needs Assessment; Program Development; *Program Evaluation; *Student Characteristics

This primer aims to help adult educators form a conceptual framework that will enable them to relate their daily activities to overall plans and procedures. Section I presents some definitions of the field of adult education, its development, and conceptual foundations. Section II discusses the clientele of adult education and specific problems that arise in adult learning endeavors. Section III addresses aspects of the delivery system for adult education. Program evaluation is also discussed. Section IV is concerned with the evaluation of programmes and Section V with the funding of adult education. An appendix is devoted to material available to educators of adults. It contains a select bibliography, an outline of the International Handbook of Resources for Educators of Adults, and a list of international bodies and national associations with responsibilities or interests in the area of adult education. (YLB)

ED 288 955
CE 047 969

Crowe, Michael R.; And Others
BASICS: Bridging Vocational and Academic Skills. Implementation Guide.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 79p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 970-978.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300AA--$10.95; complete BASICS set, SP300--$198.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Academic Education; *Basic Skills; Guidelines; *Inservice Teacher Education; *Integrated Activities; Integrated Curriculum; Program Development; *Program Implementation; Secondary Education; *Skill Development; Teacher Workshops; Teaching Methods; *Vocational Education; Vocational Education Teachers

This implementation guide describes the philosophy of BASICS, a set

ED 288 978
CE 047 992

Lankard, Bettina A.
Present a Positive Image. Work Skills: Work Maturity Skills Competency 1.0. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 50p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB07--$15.00; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; Career Education; Competency Based Education; Education Work Relationship; Employment Potential; *Hygiene; Individualized Instruction; Job Skills; Learning Modules; Secondary Education; *Self Care Skills; Self Esteem; Skill Development; *Vocational Adjustment; *Vocational Maturity

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: following good grooming practices (maintaining cleanliness and practicing dental hygiene), practicing good health habits (following good nutritional and diet principles and following habits that promote physical fitness), dressing appropriately for the job (selecting appropriate work clothing and keeping clothing in good condition), and exhibiting self-confidence (identifying personal strengths and using positive body language). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. An overview of the Work Maturity Skills training program is also included. Topics covered in the overview include the importance of work maturity skills, the competencies required for work maturity, and the individualized and competency-based approaches to instruction. (MN)

ED 288 990
CE 048 006

Belcher, James O.; Warmbrod, Catharine P.
Literacy Enhancement for Adults. OPTIONS. Expanding Educational Services for Adults.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 71p.; For related documents, see CE 048 001-008.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP500FB--$9.50; complete OPTIONS set, SP500--$174.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Adult Literacy; Basic Skills; Bilingual Education; *English (Second Language); Guidelines; Illiteracy; *Literacy Education; Media Selection; Models; Postsecondary Education; Program Development; *Program Implementation; Remedial Instruction; Vocational Education; *Vocational English (Second Language)

This monograph is part of OPTIONS, a packaged set of materials developed to provide postsecondary administrators, program planners, curriculum developers, counselors, and instructors with up-to-date, reliable information. This volume and two other monographs are intended to enable counselors and instructors to establish and conduct special services to meet the learning and career needs of adult populations. This publication provides the literacy enhancement program planner with the demographic information, program development considerations, and remediation strategies needed to implement a successful program. Part I discusses the characteristics of illiterate speakers of English. An examination of employers' literacy competency needs results in a checklist of literacy competencies required for entry-level employment and for career advancement. Guidelines for assessing the basic skills of literacy program clients are presented along with criteria for selecting instructional materials most appropriate to the needs of the program's clients. Two models for the development of a literacy enhancement program are outlined. Part II considers planning and implementing programs of literacy instruction for nonnative speakers of English in a vocational context. Brief descriptions of various types of English-as-a-second-language (ESL) programs and a model for vocational ESL delivery are given. Part II then presents an overview of the latest and most successful strategies being used in vocational education. (YLB)

ED 289 003
CE 048 999

Ramsay, Caroline C.; And Others
Crafts Development and Marketing Manual. Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Manual Series No. M-24.
Williams (Walker A.) and Company, Inc., Washington, DC.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- May 86
NOTE- 256p.; Portions of appendixes contain small/marginally legible print.
CONTRACT- PC-885-1647
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; Business Administration; Craft Workers; *Developing Nations; Economic Opportunities; *Entrepreneurship; Foreign Countries; *Handicrafts; *Marketing; *Program Development; Program Implementation; Risk; *Small Businesses; Transportation; Volunteers; Volunteer Training
IDENTIFIERS- Botswana; Ecuador; *Peace Corps

This manual was developed to help Peace Corps volunteers assist local craftspeople in developing nations in initiating and operating small businesses to produce and market their products. The manual is organized in eight chapters that cover the following topics: the crafts environment, common problems and solutions for a crafts business, organizing and managing the crafts project, production, marketing, distribution, case studies of two crafts industries, and resource groups and marketing channels. Extensive appendixes provide information on the loan or grant application process, international trade terms and conditions, international shipping conversions, international shipping procedures, shipping and collection, documentation, methods of receiving payment, and packing requirements. A risk matrix for international terms of payment, several sample documents, a list of Peace Corps resources, and an annotated bibliography are also included. (KC)

ED 289 032
CE 049 197

Effectiveness of Safety Belt Use Laws: A Multinational Examination. Proceedings of a Workshop (Washington, DC, November 12-14, 1985).

National Highway Traffic Safety Administration (DOT), Washington, D. C.
REPORT NO.- DOT-HS-807-018
PUB DATE- Oct 86
NOTE- 166p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Compliance (Legal); Foreign Countries; *Laws; Legislation; *Program Effectiveness; *Restraints (Vehicle Safety); Safety Education; *Traffic Safety

In September 1984, a questionnaire on safety belt use laws was sent to approximately 25 nations, more than 20 of which responded. Various members of the Organisation for Economic Cooperation and Development's (OECD) Road Research Program used data from the completed questionnaires in conjunction with existing literature to write a series of working papers analyzing various aspects of the effectiveness of seat belt laws in different countries. In November 1985, more than 80 experts from 14 nations attended an OECD-sponsored workshop on the effectiveness of safety belt use laws, which was structured around the papers prepared by the members of the OECD working group. This report includes a summary of the workshop and the final versions of the following workshop presentations: "Safety Belt Usage Laws in Various Countries" (Tore Vaaje); "Safety Belt Usage Rates" (E. A. Marburger); "Safety Belt Use Rates and User Characteristics" (John Lawson); "Casualty Reductions: Results from Safety Belt Use Laws" (James Hedlund); "Rear Seat Belt Use and Effectiveness for Adult Rear Seat Occupants in Cars" (Maryvonne Dejeammes, Ake Nygren, Claes Tingvall); and "Effectiveness of Child Restraint Laws" (Maryvonne Dejeammes, Ake Nygren, Claes Tingvall). The questionnaire, workshop agenda, and a list of workshop participants are appended. (MN)

ED 289 046
CE 049 223

Wells, Rita L.
Marketing in Adult Education. A Critical Review of Literature.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Ethics; *Information Dissemination; *Institutional Advancement; Literature Reviews; *Marketing; Salesmanship; *Student Recruitment
IDENTIFIERS- *Market Analysis; Market Research; Market Segmentation

In the literature on marketing in adult education there is much debate on the ethics of marketing educational programs; although many individuals have written about the potential negative impacts of big business and high-pressure advertising in education, others have viewed marketing as an acceptable process that attempts to establish mutually satisfying exchange relationships between those who provide and need services. The debate is continued in the literature devoted to market segmentation, in which the aggressive marketing style is contrasted to more balanced approaches to marketing. Much has been written about the marketing mix in adult education--a concept according to which marketing is a mix of price, place, promotion, and product. A great deal of the literature on market segmentation and market selection focuses on the fact that effective application of the marketing mix concept requires knowledge about the consumer and about the different ways in which markets are segmented (occupationally, demographically, geographically, and psychographically). The distinctions between and relative advantages of undifferentiated, differentiated, and concentrated marketing are also covered in the literature on market segmentation. Most of the literature on applications of marketing principles in adult education deals with marketing in nonprofit organizations, the importance of a marketing plan, and marketing as a change agent in adult education. (MN)

ED 289 102
CG 020 368

Nonhospital Care for AIDS Victims. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, Second Session (March 5, 1986).
Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.
PUB DATE- 87
NOTE- 156p.; Serial NO. 99-137. Portions of document contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Health Insurance; *Health Needs; Hearings; *Home Programs; Hospices (Terminal Care); *Hospitals; *Medical Services
IDENTIFIERS- Congress 99th; *Long Term Care

This document presents the text of the Congressional hearing called to discuss the provision of health care services to people with Acquired Immune Deficiency Syndrome (AIDS) outside of hospitals, including home health care, hospice care, nursing home care, personal care and counseling, and other support services for patients and their families. Opening statements are included from Congressmen Henry Waxman and James Scheuer. Under assumed names, a husband and wife who have provided hospice services to AIDS patients in their home testify about nonhospital care for AIDS patients. Drew Altman, Robert Wood Johnson Foundation, describes a major new AIDS health services program. John Kelso, Health Resources and Services Administration (HRSA), United States Department of Health and Human Services, describes how the HRSA disseminates information on AIDS to the health care providers and the beneficiary populations of HRSA programs. Elmer W. Smith, Health Care Financing Administration, explains two groups of waivers which already exist under the Medicaid Program. Bevlyn Matthews, manager of patient care services, Transamerica Occidental Life Insurance Company, gives an overview of how her company's patient care services program operates and describes three recent AIDS case histories and how they were handled. Melvin Rosen, executive director of AIDS Institute, New York State Department of Health, presents New York's proposed comprehensive program for helping AIDS patients. Prepared statements and materials submitted for the record by the Department of Health and Human Services are included. (NB)

ED 289 116
CG 020 382

A Comparison of First Commitment Characteristics 1977-1986.
California State Dept. of the Youth Authority, Sacramento.
PUB DATE- Jul 87

NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Delinquency; Family Influence; *Individual Characteristics; Peer Influence; Stealing; Trend Analysis; Vandalism; Violence; *Youth Problems
IDENTIFIERS- *California State Dept of the Youth Authority

This document presents statistics on the characteristics of first commitments from the California Youth Authority (CYA). Offense categories used in the report include violent offenses, property offenses, narcotic and drug offenses, and others. Several highlights of first commitment characteristics are reported: (1) from 1985 to 1986, CYA commitments increased by two percent; (2) ethnic minorities constituted 72% of 1986 CYA commitments; (3) violent offenders represented 38% of 1986 commitments; (4) of CYA cases committed in 1986 who were in the job market, 77% were unemployed; (5) most (73%) of 1986 CYA cases were living in the parental home at the time of commitment; (6) over 50% of 1986 CYA cases had family members with criminal records; and (7) major problems identified as contributing to antisocial behavior of CYA cases committed in 1986 were negative influence of peer groups and mental-emotional problems. A summary of items is provided in the areas of sex, court of commitment, county of commitment, primary commitment offense, ethnic group, age, escape record, co-offenders, physical handicaps, school grade, reading comprehension, arithmetic reasoning, prior convictions or commitments, religion, family history, neighborhood characteristics, problem areas, and employment. The major part of the report consists of three data tables of statistics which support the highlights and summary sections. (NB)

ED 289 161
CS 210 808

Hurlbert, C. Mark
Ideology, Process and Subjectivity: The Role of Hermeneutics in the Writing Conference.
PUB DATE- 20 Mar 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English •
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; *Educational Theories; Ideology; *Individual Instruction; Interaction Process Analysis; *Marxian Analysis; Student Role; Teacher Influence; Teacher Role; *Teacher Student Relationship; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Hermeneutics; *Writing Conferences

An analysis of the interaction between self and other in the one-to-one writing conference, informed by theories of Louis Althusser, Jurgen Habermas, Mikhail Bakhtin, and others, can help tutors view one-to-one conferences as a dynamic meaning-making process occurring within an integral social context. Bakhtin/Medvedev's discussion of discourse production as a phenomenon determined simultaneously from within and without can help tutors see the numerous interacting forces of the conference process, including ideology, economics, institutionalized meanings, and student and tutor desires. With Althusser, tutors' understanding of ideology's relation to subjectivity and practice lets them recognize that tutors and writers are both "always already" in process within ideological horizons that may not coincide and that need to develop through a dialogic process. With this knowledge tutors can become aware that an institutionalized educational ideology sanctions certain discursive forms--forms that reinforce the conditions of production supporting it--while excluding others, thus leading tutors to appropriate students' texts to make them resemble sanctioned texts, and leading students to relinquish their texts. J. Habermas's critical hermeneutics offers a way of understanding both the organized forces affecting our use of language and the ideologies influencing our interpretive practices. By seeing the student as an equal partner in the composing process, tutors can recognize, problematize and pierce the dissonance arising from the conflicting interaction of the ideologies and interests of tutor and student. (JG)

ED 289 174
CS 210 872

Ames, Mildred
It Kind of Makes You Think: Writing Books That Stimulate Thought.

PUB DATE- Nov 87
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Literature; Authors; *Childrens Literature; Critical Thinking; Didacticism; Fantasy; *Literature Appreciation; Novels; Reader Text Relationship; Reading Materials; *Reading Processes; Science Fiction; *Writing for Publication

Noting that books for children must be just as entertaining, if not more so, than television or film in order to maintain young readers' attention, this paper discusses combining entertainment with didacticism in children's and adolescent literature. The first part of the paper offers a writer's reflections on the experience of writing science fiction/fantasy for youth and on the wish writers have to motivate young people to think while reading. The second part of the paper expands upon this idea and discusses the advantage writers of science fiction and fantasy have in motivating young people to think, using as an example the book, "Is There Life on a Plastic Planet?" The section goes on to suggest that whether readers arrive at "right answers" to questions the books raise is unimportant in comparison with the creative thinking involved in suggesting answers. The final section suggests that ideas that might sound "preachy" in other books attract and fascinate readers when placed in the context of science fiction and fantasy. (JC)

ED 289 188
CS 505 781

Kim, Myoung-Hye; Yoon, Tae-Jin
A Comparative Study of Uncertainty Reduction Theory in High- and Low-Context Cultures.
PUB DATE- Nov 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Cross Cultural Studies; *Cultural Context; *Cultural Differences; Cultural Traits; Foreign Countries; *Interpersonal Communication; Social Behavior; Speech Communication; *Stranger Reactions
IDENTIFIERS- South Korea; *Uncertainty Reduction; University of Massachusetts Amherst; Yonsei University (South Korea)

To test the cross-cultural validity of uncertainty reduction theory, a study was conducted using students from South Korea and the United States who were chosen to represent high- and low-context cultures respectively. Uncertainty reduction theory is based upon the assumption that the primary concern of strangers upon meeting is one of uncertainty reduction, or of increasing predictability of the behavior of both themselves and others in the interaction. The high-context/low-context culture distinction depends on the amount of contextual information left unstated in typical communication settings--Korean leaves much unstated, while American English spells out much information explicitly. Subjects, 88 Korean students at Yonsei university and 62 native American English speakers at the University of Massachusetts, responded to a questionnaire in their own language designed to determine the kind of information they would exchange upon first meeting someone. Results indicated little difference between the two types of culture with regard to interpersonal patterns in initial interactions. In both cultures, people exchanged background information more than sociability or personal interests and attitude and had a higher degree of certainty in their prediction of sociability than in their prediction of personal interests and attitude. (Seven tables of results and 10 references are appended.) (SKC)

ED 289 222
EA 019 667

Lutz, Frank W.; Maddirala, James S.
Paperwork: Texas Teachers' Views. Monograph No. 2.
East Texas State Univ., Commerce. Center for Policy Studies and Research in Elementary and Secondary Education.
PUB DATE- 87
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bureaucracy; Elementary Secondary Education; *Noninstructional Responsibility; Public Schools; Questionnaires; *State Legislation; Statistical Surveys; Surveys; *Teacher Attitudes; *Teacher Burnout; *Teacher Morale; Teacher Motivation; Teacher Responsibility
IDENTIFIERS- *Paperwork; Texas

Since the passage of House Bills 246 and 72, Texas teachers have expressed frustration with the sudden and dramatic increases in the amount of paperwork required of them, complaining that the extra time required for noninstructional duties cuts into both instructional and personal time, and that the paper work created by this legislation is largely irrelevant to instruction. This study examines the extent to which teachers' frustration with paperwork is creating a burnout problem among Texas teachers. A series of questionnaires were sent to 3,000 randomly selected teachers from the Texas Education Agency's 1985 list of educators. A total of 700 usable questionnaires were returned. These questionnaires provided data about: (1) paperwork, divided into three subscales--frustration, independence, and coping; (2) burnout, divided into two subscales--emotional exhaustion and personal accomplishment; (3) locus of control; (4) pupil control ideology; and (5) demographic data. The attitudes toward paperwork accounted for the largest amount of emotional exhaustion, followed by locus of control. These questionnaire data were supplemented by qualitative data from a telephone survey of 40 randomly selected teachers along with written comments mailed in by hundreds of respondents. All the findings pointed to the same conclusion: teachers are experiencing considerable burnout due primarily to the burden of paperwork, which contributes in turn to their sense of helplessness--the other major source of burnout. The report concludes with a set of recommendations by which the Texas Education Agency can reduce paperwork in schools. The latter two sections of the document comprise an extensive review of literature related to paperwork and burnout and a detailed account of the methods and procedure used in collecting and analyzing the data. A bibliography is appended, along with statistical data. (TE)

ED 289 235
EA 019 755

Donaldson, Gordon A., Jr.; And Others
Teacher Selection of Master Teacher Criteria: Giving the Profession Local Control.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Ladders; Classroom Techniques; Elementary Secondary Education; Instructional Improvement; *Master Teachers; *Participative Decision Making; *Peer Evaluation; *State Legislation; *Teacher Certification
IDENTIFIERS- *Maine

In response to national calls for educational reform, Maine's legislature established a career ladder certification system with three steps: provisional, professional, and master teacher. The goal was to tie teacher advancement to evidence of improved teaching and classroom management. The 1984 plan required that teacher committees develop certification criteria at the local school system level and that the new certification strategy be pilot tested in selected districts for a three-year period. Maine's law gave local administrators responsibility for setting standards and for measuring their colleagues' performance. This paper analyzes the master teacher criteria created by local committees in 16 pilot districts. The length of typical Maine criteria lists and the variety of topics covered made it difficult to summarize their content. However, the items were grouped into the following categories or domains. The teacher: (1) prepares for instruction effectively; (2) uses teaching strategies and procedures appropriate to the content, objectives, and learners; (3) uses evaluation to improve instruction; (4) manages classroom activities effectively; (5) establishes and maintains a professional leadership role; (6) communicates effectively; and (7) manages routine business and recordkeeping efficiently. Each item on a local district list was assigned to one of these categories. Results showed that pilot sites did not create criteria stressing improved teaching and classroom management. One-third of all criteria were professional leadership items, while instuctional and classroom management items comprised only 17 percent and 16 percent of the total, respectively. Committees relied on nonpedagogical aspects of teacher performance and produced remarkably similar lists. Also, the 16 pilot site lists contained many hard-to-measure process-type criteria and used high-influence language creating interpretation problems. Maine's effort to engage teachers in certification calls into question several propositions concerning the benefits of professional self-regulation. Still, teachers' trust in the criteria and process may compensate for these difficulties. Included are seven references and five tables. (MLH)

ED 289 248
EA 019 787

Program Quality Review for Elementary Schools. Process, Criteria, and Self-Study.
California State Dept. of Education, Sacramento. Office of School Improvement.

REPORT NO.- ISBN-0-8011-0688-5
PUB DATE- 87
NOTE- 126p.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Evaluation; *Educational Assessment; Educational Quality; Elementary Education; *Elementary Schools; *Evaluation Criteria; Evaluation Needs; Evaluation Utilization; Instructional Effectiveness; Needs Assessment; Program Effectiveness; *Program Evaluation; *School Effectiveness; Self Evaluation (Groups)
IDENTIFIERS- California; California State Department of Education

This document has been designed to assist members of a program review team through the process of reviewing a program. The program review process has been designed for judging the effects of the curriculum, instructional methods, and improvement strategies on the students; guiding the development of planned assistance; and providing a model for the school's own self-study process. Chapter 1 describes the methods and procedures of program review, the application of appropriate criteria for judging the schools' instructional program, and the development of proposals for improving the instructional program. Chapter 2 describes a set of criteria for curricular quality and lists precautions for reviewers about applying these criteria to the school program. Chapter 3 describes how the interaction between the review team and the school results in an assistance plan for improving the instructional program. Two appendices comprise nearly two-thirds of the document. Appendix A, "The Quality Criteria for Judging the Effect of the Program on the Elementary School Student," contains criteria for excellence in 12 areas: language arts, mathematics, science, history-social science, visual and performing arts, physical education, schoolwide effectiveness, special needs, learning environment, staff development, leadership, and program planning. Appendix B is the guide to be used by schools in conducting a self-study. (TE)

ED 289 262

EA 019 837

Toppins, Anne Davis
Strengths and Styles of School Leaders: Is Who They Are How They Lead?
PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; Correlation; Elementary Secondary Education; *Leadership Styles; *Personality Traits; Research Needs; *Semantic Differential; *Social Cognition; Teacher Attitudes; Values
IDENTIFIERS- *Bipolar Trait Ratings Scales; *Leadership Effectiveness Adaptability Description

This study investigated the relationship between leadership style and the personality (patterns of core strengths) of school administrators as perceived by themselves and by their subordinates and colleagues. Sixty-seven principals and central office staff and 285 of their teachers and peers from 2 school systems participated in the study. Bipolar theory (J. W. Thomas 1978) posits that, given three pairs of core strengths, individuals express preference for one pole of each pair. The Leadership Effectiveness and Adaptability Description (LEAD) instruments (P. Hersey and K. Blanchard 1977) assessed the leadership styles of the principals and central office administrators. The principals recorded their self-perceptions by using the Bipolar Inventory and the LEAD-Self questionnaire. To obtain teachers' perceptions, principals randomly chose five teachers to complete the LEAD-Other questionnaire and the Bipolar Inventory B. Central office administrators followed a similar procedure. No significant relationships were found when data were statistically analyzed using the chi-square technique. A strong preference (82 percent) for the high task/high relationship leadership style was demonstrated. Leaders were ascribed the socially valued traits of risking, practical thinking, and independent risking more than such less socially valued traits as theoretical thinking--unsurprising preferences among occupants of leadership positions. The findings suggest a lack of evidence that leadership is related to personality. Recommendations include a replication of this study with a larger sample and the use of other leadership assessments and personality inventories. Two reference pages are appended. (CJH)

ED 288 966
CE 047 980

Kopp, Kathleen; And Others
Dignity in the Workplace: A Labor Studies Curriculum Guide for Vocational Educators. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 149p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100AC01--$18.50; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Apprenticeships; Career Education; *Collective Bargaining; *Community Services; Curriculum Guides; Fringe Benefits; Instructional Materials; *Labor Relations; Learning Activities; Lifelong Learning; *Political Attitudes; Secondary Education; Tests; Union Members; *Unions; *Vocational Education

This curriculum guide focuses on major concepts in the history of labor unions in America as well as their current operations. The guide focuses primarily on vocational and technical secondary schools and comprehensive high schools with vocational programs but may be used by counselors, academic and nonacademic secondary school teachers, and postsecondary school instructors. An introduction discusses the importance of teaching labor studies. The section, "Overview of Labor Studies Curriculum Content," provides background reading for the classroom teacher and counselor. It presents the major topics that are most appropriate for inclusion in a labor studies curriculum. These extensive materials cover introduction to labor unions, who labor in America is, key concepts in collective bargaining, protecting workers' rights, partners in education and training, partners in public service: organized labor and community life, and labor's stand on key national issues. Topics in the next section, "Activities," parallel those listed above. Each of the 35 activities provides a brief purpose statement, preparatory steps, and a description of the activity. Brief quizzes with answer keys are provided for each unit. An appendix lists a number of resources for labor studies: print and nonprint materials, addresses of national and international unions, departments of the AFL-CIO, state central bodies, and a glossary. (YLB)

ED 289 075
CE 049 308

Kantner, Earl
Vocational Education Student Organizations. Five Star Approach to Excellence.
Ohio State Council on Vocational Education, Westerville.
PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Employment Potential; *Job Skills; Parent Attitudes; *Program Effectiveness; Secondary Education; Student Attitudes; *Student Organizations; Teacher Attitudes; Teacher Education; Teacher Participation; *Teacher Role; *Vocational Education; Vocational Education Teachers

A study assessed the value of vocational student organizations (VSOs). Two areas of special concern were development of a sense of civic responsibility and entry employment skills. Data were obtained from 259 personal interviews with school administrators, parents, employers of former members, vocational teachers, former students, and current students. Vocational teachers from 75 schools identified as having exemplary programs also provided information. The VSOs and the personal qualities they engendered in participating members received high ratings that equated with ratings for technical skills. The three top rated qualities were getting along with others, good work habits, and effective communications. An interested, devoted teacher, high degree of participation, and a program relevant to members were the top three attributes of exemplary groups. Policies used by teachers included some class/laboratory time, time beyond the school day, meeting times available to all members, and VSOs considered as part of the curriculum and teaching process. Recommendations included VSO development as an integral part of teacher education curriculum, better preservice and inservice teacher education regarding teachers' role as advisors, and local board of education funding of instructional materials. (YLB)

ED 289 278
EC 201 239

Guidelines To Assist Families and Professionals When Looking for Programs and Services for Children and Adults with Autism. Parts One, Two, and Three [and] Guidelines for the Selection of an Appropriate Educational Placement for the Student with Autism: A Checklist To Assess Service Appropriateness.

PUB DATE- [87]

NOTE- 17p.; The first set of three brochures were developed by the New Jersey Task Force on Autism. The fourth brochure was developed at the Bancroft School and New Jersey Council of Organizations and Schools for Autistic Children and Adults. For related information, see EC 201 234-238.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adults; *Autism; Elementary Secondary Education; *Group Homes; Individual Development; Parent Materials; *Program Evaluation; Psychological Needs; *School Effectiveness; Vocational Rehabilitation

Four district brochures presenting guidelines on services for children and adults with autism have been combined to form this document. "General Guidelines for Education and Treatment of Individuals with Autism" addresses aspects of education and treatment, listing important questions about such topics as ancillary services, indivdualization, home programming, and accreditation. "Guidelines Pertaining to Adult Day Training/Workshops" examines adult day training/workshops, and touches upon such issues as the need for distinct services, individualized planning, and the philosophy of training and programming. "Guidelines Pertaining to Group Homes for Children and Adults" covers issues of community resources, individualization, staff training, and the role of the parents. In the fourth brochure, guidelines are offered for the selection of an appropriate educational placement for students with autism. Areas addressed are classroom environment and structure, student/staff ratio, teaching methods, progress evaluation, accountability, related services, and personal reactions. (CL)

ED 289 295
EC 201 256

Alternative Strategies for the Problem Learner: Student Support Team Strategies Manual. A Handbook collected and Adapted by the Georgia Learning Resources Network.
Georgia Learning Resources System/Child Serve, Columbus.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of State Schools and Special Services.
PUB DATE- 87
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Patterns; Classroom Techniques; Curriculum; *Diagnostic Teaching; *Disabilities; *Educational Strategies; Elementary Secondary Education; Listening Skills; *Mainstreaming; Problem Solving; Reading; Speech Improvement; *Teaching Methods; Writing (Composition)
IDENTIFIERS- *Student Support Teams

The manual presents the framework of the Student Support Team (SST), an approach involving two or more professionals who develop alternative instructional strategies for students in lieu of special education placement. General considerations are offered for classroom management, curriculum adaptations, and adaptations for the visually and hearing impaired. Guidelines then follow for the following topic areas: behavioral skills (e.g., management of aggression, attention seeking, and impulsivity); reading skills (e.g., basic sight words, content area reading); writing skills (e.g., problems in expression and spelling); organizational skills (e.g., following directions, sequencing, study skills); listening and speaking skills (e.g., verbal expression skills); problem solving skills (e.g., directionality, temporal relationships); and speech/language suggestions (e.g., articulation, stuttering, tips for parents). A final section offers additional assistance on textbook adaptations. (CL)

ED 289 132
CG 020 399

Shivanandan, Mary
Testimony before Subcommittee on Labor, Health, and Human Services and Education.
PUB DATE- 22 Apr 87
NOTE- 12p.
AVAILABLE FROM- KM Associates, 4711 Overbrook Rd., Bethesda, MD 20816.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Contraception; *Family Planning; *Federal Aid; *Financial Support; Human Services; *Pregnancy
IDENTIFIERS- *Natural Family Planning

This document contains the testimony before Congress of a witness representing the New England Natural Family Planning Association and Natural Family Planning Education of Rochester, New York. The World Health Organization definition of natural family planning (NFP) is included which defines NFP as methods for planning and preventing pregnancies by observation of the naturally occurring signs and symptoms of the fertile phases of the menstrual cycle; abstinence from sexual intercourse during the fertile phase; and avoidance of drugs, devices, and surgical procedures to prevent conception. It is noted that national and international studies have established a method effectiveness of 98-99% for NFP. Four issues related to NFP are addressed in the testimony: (1) level of funding for NFP programs; (2) funding of qualified NFP services; (3) funding of NFP special projects at the federal level; and (4) recognition of the special needs of a NFP service. The testimony concludes by urging Congress to support with appropriate funding those who are providing natural family planning services to the community. (NB)

ED 289 205
CS 505 829

Ritter, Kurt; Hellweg, Susan A.
Political Campaign Debating: A Selected, Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; *Debate; Higher Education; Mass Media Effects; Persuasive Discourse; *Political Campaigns; *Political Candidates; Political Issues; *Presidential Campaigns (United States); Public Speaking; Rhetoric; Secondary Education; *Television; Television Research
IDENTIFIERS- Communication Behavior; Debate Strategies; Debate Theory

Noting that television debates have become a regular feature of the media politics by which candidates seek office, this annotated bibliography is particularly intended to assist teachers and researchers of debate, argumentation, and political communication. The 40 citations are limited to the television era of American politics and categorized as follows: (1) scholarly books and monographs; (2) public affairs books and monographs; (3) academic articles and chapters; (4) papers from academic conferences; and (5) debate transcripts and videotapes. (NKA)

ED 289 311
EC 201 272

Brown, Ben; And Others
Application and Construction Notes for Laptrays and Adaptive Pointers: Wobble Stick Toy Control, Adaptive Pointers, Slide-Away Laptray, Swing-Away Lapboard and Folding Communication Board. 1980-1982.
Wisconsin Univ., Madison. Trace Center.
PUB DATE- 82
NOTE- 44p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For related documents, see EC 201 271-280. Drawings may not reproduce well.
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($4.30).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Construction (Process); Illustrations; *Physical Disabilities; *Severe Disabilities; *Specifications; Toys; Wheelchairs

The document lists needed materials, specifications, and procedures for constructing five devices to assist the handicapped: (1) a wobble stick toy control switch; (2) adaptive pointers for use with a manual pointing board; (3) slide-away laptray for use on wheelchairs; (4) a swing-away lapboard made of transparent materials, to be used as a communication board support on wheelchairs; and (5) a folding communication board, constructed as a 3-panel folding case with pockets for inserting symbol displays. Each design includes detailed illustrations. (JDD)

ED 289 004
CE 049 001

Hansen, Miriam; And Others
Preparation for Childbirth. A Health Workers Manual. Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Reprint R-55.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Jun 85
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Birth; *Developing Nations; Foreign Countries; *Health Education; Health Personnel; *Patient Education; Postsecondary Education; *Pregnancy; Teaching Methods; Volunteers; Volunteer

Training
IDENTIFIERS- *Peace Corps

This manual was developed to help Peace Corps volunteers who are serving as community health workers in developing nations to teach expectant mothers about pregnancy and childbirth. The material is organized in four sections corresponding to four prenatal classes plus a section on labor and delivery information for health care workers. Some of the topics covered by the lessons include anatomy and physiology, comfort during pregnancy, sex during pregnancy, nutrition, labor, relaxation and breathing during labor, breastfeeding, stages of labor, hospital admission, danger signs, the newborn, lactation, postpartum exercises, comfort measures during labor, Caesarian section, breech delivery, and postpartum care. Suggested teaching aids and sample handouts are provided. The materials are illustrated with line drawings, and a bibliography for further reading is included. (KC)

ED 289 019
CE 049 152

Industrial Cooperative Technical Program. Final Report July 1, 1984-June 30, 1987.
Chesapeake Public Schools, Va.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 30 Jun 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Education; *Employment Potential; Grade 12; High Schools; *Job Skills; Models; *Remedial Instruction; *Trade and Industrial Education

Students at the Chesapeake (Virginia) Technical Center who had reached an acceptable level of competency in trade and industrial education programs used local industrial resources through supervised on-the-job training. A teacher-coordinator provided related technical instruction, which included the formal introduction of employability skills in the classroom setting at the technical center. When an employer determined that a student needed more preparation to perform a job-required competency, the student received remedial instruction at the technical center. Products included a model for similar programs on a statewide basis and a guide for program operation. (YLB)

ED 289 033
CE 049 198

Industrial Arts Education. Vocational Education Program Courses Standards.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jul 87
NOTE- 99p.; For related documents, see CE 049 200 and CE 049 202.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Building Trades; *Career Exploration; *Course Content; Drafting; Electronics; Graphic Arts; *Industrial Arts; Learning Activities; Manufacturing; Performance; Postsecondary Education; Power Technology; *Prevocational Education; Secondary Education; State Curriculum Guides; *State Standards; Transportation

This document contains vocational education program courses standards for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary or postsecondary level. Each program standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For secondary job preparatory programs, courses have been designated with student performance standards listed for each course. Standards are provided for orientation to American industry occupations; exploration of occupations in construction, graphic communications, manufacturing, and power and transportation; practical graphic communications, home mechanics, power mechanics and energy, industrial skills, and industrial systems; and pretechnical construction, drafting, electronics, energy and power, graphic arts, and materials and processes. (YLB)

ED 289 047
CE 049 224

Wells, Rita L.; Goetz, Douglas N.
Adult Education in the Union of Soviet Socialist Republics.

PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Educational Environment; *Educational Objectives; Educational Practices; Foreign Countries; *Industrial Training; Inplant Programs; *Nonformal Education; Open Education; Open Universities; Postsecondary Education; School Role; *Sociocultural Patterns
IDENTIFIERS- *USSR

The Soviet government has consistently relied upon the country's educational system, including adult education, to advance its ideological, social, and economic goals. In the Soviet Union, education has been used to promote Soviet identity, minimize the impact of religion, advance the status of women, and help increase worker productivity. Adult education programs have many different purposes, including eliminating illiteracy, raising occupational skill levels, attaining a 100-percent secondary school completion rate, raising ideological and political levels, and encouraging cultural enrichment and constructive use of leisure time. All of the country's adult education programs are regulated by the government. They are completely government financed and are free to adult learners. Virtually all adult education takes place on the students' own time. Both formal and nonformal programs make up the country's adult education system. The formal school programs for adults integrate adult education courses into the existing framework of secondary, vocational, or higher education. The curricula of evening, correspondence, and day classes are largely the same. Approximately 13 million Soviet citizens are enrolled in over 47,000 people's universities. These universities combine features of formal and nonformal education. Although they have definite curricula and academic programs, they do not purport to provide a standardized body of knowledge. Many students attend them to prepare for exams given at work or through other schools; in and of themselves, certificates of completion from people's universities do not give individuals any additional rights or status. Museums, libraries, clubs, theaters, and cultural centers are other providers of nonformal, nonschool programs for adults. Trade unions play a large role in workplace educational programs, which are primarily intended to improve worker productivity. (MN)

ED 289 061
CE 049 288

GED Credibility and Acceptability. A Section 310 Special Project.
Adult Education Linkage Services, Troy, PA.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE- 30 Jun 87
NOTE- 55p.; Some pages contain small, light print.
CONTRACT- 98-7004
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Credibility; *Employer Attitudes; *Employment Practices; Graduate Surveys; *High School Equivalency Programs; High School Graduates; High Schools; Outcomes of Education; *School Attitudes; State Surveys
IDENTIFIERS- 310 Project; *General Educational Development Tests; Pennsylvania (Harrisburg)

A study examined the attitudes of Pennsylvania employers toward General Educational Development (GED) programs and the employment experiences of persons who have earned a GED certificate. The first of the study's surveys was mailed to 100 employers (including the 50 largest) throughout the state. Based on the surveys returned, the study sample was expanded to 178 employers to provide a sampling representing the different numbers of employees in a business, types of businesses, and geographic locations within the state. A 68 percent rate of return was obtained for the combined mailings. Additional data were obtained from a survey of GED graduates who had either been hired or been interviewed for employment since obtaining their GED certificate. When comparing persons holding GED certificates to persons who had earned regular high school diplomas, the employers tended to view the GED graduates as older, more highly motivated, and more mature than their high school graduate counterparts. The employers did not tend to associate either degree with a particular socioeconomic status. Nearly 50 percent of the employers surveyed were unaware of exactly what the GED test measured and tested. The most prevalent perception of the GED program by those who were familiar with it was that it offers persons a second chance at a diploma. Many employers expressed frustration over their lack of knowledge about the workings and benefits of the GED and recommended that more be done to publicize the benefits of and improve the public image of the GED program. (Appendixes include the various survey letters and forms, information about the employers included in the survey, and information on job availability and occupational demand in Pennsylvania and in the greater Harrisburg area.) (MN)

ED 289 089
CG 020 355

Mosley, Norman R.; And Others
Gender Differences in Same-Sex Friendships and Romantic Relationships.

PUB DATE- Apr 87
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Dating (Social); *Friendship; Higher Education; *Interpersonal Attraction; *Interpersonal Relationship; Jealousy; *Sex Differences; *Social Support Groups
IDENTIFIERS- *Same Sex Peers

An investigation of differences in the friendship patterns of men and of women reported that women appeared to be expressive in their friendship styles while men's same-sex friendships were best characterized as being instrumental. To examine these differences further, a study was conducted which investigated the relationship of friendship and romance. Sixty male and 34 female college students who had a same-sex best friend and who were involved in an exclusive dating relationship completed Rubin's Love and Liking Scale for dating partner and the liking items for best friend, a measure of social support, and a short measure of jealousy in both friendships and romantic relationships. The findings support the idea that women are more intensely involved in their friendships and also in their romantic relationships. Women liked both their best friends and their romantic partners more than men did. Women also reported being more jealous of their best friends than were men and they tended to feel that friends supported them more than did men. Women reported feeling significantly more supported by their romantic partner than did men. Further research into the relationship of friendships and romance is warranted. (NB)

ED 289 117
CG 020 383

Davis, Robert E.; Craig, Lisa
Recruiting for School Counselor Preparation Programs.
SPONS. AGENCY- American School Counselor Association. Alexandria, VA.
PUB DATE- 1 Nov 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Southern Association of Counselor Education and Supervision (New Orleans, LA, October 30-November 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; *Counselor Educators; *Counselor Training; Demand Occupations; Educational Cooperation; Elementary Secondary Education; Higher Education; School Counseling; *School Counselors; *School Holding Power; *Student Recruitment

Although there is a need for more trained school counselors, a decrease in the size of school counselor preparation programs has been reported and many counselor preparation programs no longer train school counselors. Increasing the number of graduates in school counseling programs requires an increase in resources and commitment in counselor education departments. Renewed attention to recruitment, retention, and cooperative efforts of counselor educators and current school counselors is needed. Several publications are available to help counselor educators develop effective methods of recruiting and marketing. Other publications provide assistance in developing a planned retention program which will help students through graduation. Networking of counselor educators and school counselors may be achieved through professional associations. Coordinated efforts by the profession will increase the likelihood of increasing the number of professionally trained school counselors. To increase the effectiveness of enrollment plans, nationally applicable information must be compiled, assembled, and made available; professional development must focus on increasing professional awareness of the problem and emphasizing skill development; and cooperative plans must be developed among counselor education programs. Counselor education programs must place more emphasis on school programs if the programs are to survive and if adequate numbers of school counselors are to be prepared. (NB)

ED 289 148
CG 020 415

Bander, Ricki S.
Training Medical Professionals in the Prevention and Intervention of AIDS.
PUB DATE- Aug 87
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Counseling; *Counselor Role; Interpersonal Competence; *Medical Education; Medical Services; *Physician Patient Relationship; Professional Personnel; *Skill Development
IDENTIFIERS- *Counseling Psychology

Most physicians can expect to counsel a family or individual concerned about possible exposure to acquired immue deficiency syndrome (AIDS). Medical professionals need comprehensive AIDS training and educational programs which cover medical, epidemiologic, psychosocial, and neuropsychiatric aspects of AIDS. Counseling psychologists can provide a unique perspective and service in training health care professionals in the prevention and intervention of AIDS by helping them acquire or alter personal-social skills, improve adaptability to changing life demands, enhance environmental coping skills, and develop a variety of problem-solving and decision-making capabilities. Counseling psychologists can help medical personnel develop the counseling skills they need to support the patient and family and to help them make appropriate decisions, adjustments, and changes in behavior necessary to cope with the impact of AIDS. Not only can counseling psychologists train medical personnel to positively impact AIDS patients, they can also impact hospital policies which adversely affect AIDS patients. By training medical personnel to enhance healthful behavior patterns through the development of interpersonal and counseling skills, attitude change, and a reduction in discomfort and conflict which may interfere with quality patient care, counseling psychologists can greatly impact the AIDS crisis. (NB)

ED 289 175
CS 210 873

Gray, Patricia S.
Teachers Teaching Teachers: The Connection between In-Service and Effective Teacher Training.
PUB DATE- 21 Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at. ." (150)
DESCRIPTORS- Cooperation; Elementary Secondary Education; English Teacher Education; Financial Support; *Grants; *Grantsmanship; Higher Education; *Inservice Teacher Education; Program Costs; Program Descriptions; Program Development; Program Implementation; *Program Proposals; *Teacher Education Programs; Teacher Educators; Teacher Improvement

Grant monies are available from a variety of sources and many grants go unused year after year. Teachers need to be alerted and informed about how to look for potential funds and/or available services for inservice teacher education, what sources to seek out, how to put the information in the right hands, and then how to seek out those who can help them with the paperwork required by funding agencies. Funding long-term inservice teacher education programs requires perseverance, but long-term programs are what teachers need, rather than quick workshops. Grant seekers can help each other, as well, because participating in a successful program brings publicity, which will lead to connections with others and information about new sources of funding. These connections are the most important factor in maintaining funding for long-term projects, because they can lead to expansion and permanent sources of funds. Other characteristics of successful inservice training programs are the following: (1) long range goals; (2) release days for teachers during the school year; (3) intensive summer training and follow-up visits on a regular basis; (4) monitoring; and (5) evaluation. Seven references are included. (A list of sources of possible grants available to teachers, locations of college board regional offices, a description of the publication "Educational Programs that Work," and a list of National Diffusion Network Facilitators are appended.) (SKC)

ED 289 249
EA 019 790

A View from the Inside: A Look at the National Reports. Report of the Select Seminar on Excellence in Education.

Capital Area School Development Association, Albany, NY.; State Univ. of New York, Albany. School of Education.
PUB DATE- Sep 87
NOTE- 34p.; Photographs may not reproduce well.
AVAILABLE FROM- Publication Sales, The Capital Area School Development Association, Husted 211, University at Albany, SUNY, 135 Western Ave., Albany, NY 12222 ($10.00).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Cooperation; *Educational Improvement; *Educational Innovation; *Educational Objectives; Educational Planning; *Educational Policy; *Educational Principles; Elementary Secondary Education; Foundations of Education; Leadership; Learning Motivation; Models; Professional Autonomy; School Community Relationship; Student Evaluation; Student Improvement; Teacher Administrator Relationship; Teacher Education; Teacher Qualifications; Teacher Responsibility; Teacher Role; *Teaching (Occupation); Teamwork
IDENTIFIERS- New York (Albany)

Beginning in November 1986 and continuing through the end of March 1987, the Capital Area School Development Association (CASDA), consisting of 36 teachers and administrators from 23 school districts in the Capital Area (Albany, New York) met in a series of six full-day sessions to deliberate on issues being raised in the current national policy debate on educational reform. This report summarizes these discussions in four essays. The keynote essay, "A School for Learning," suggests that in order for schools to rededicate themselves to learning, schools must use what is known about learning; student evaluation practices should be designed to assist learning rather than simply to screen students; scheduling should be guided by learning requirements, and not vice versa; learning should be aimed toward creating contributing members of a humane and caring society; and a shared vision in school and community is needed to transform schools into centers of learning. The second essay, "A New Model for School Leadership," calls for redefining the roles of teacher and administrator to promote greater teamwork and collegiality. A model is provided for a concentric team approach to school organization and leadership, focusing on the student. The third essay, "The Professionalizing of Teaching", calls for changes in the way contracts are negotiated and what is included in them and changes in the roles of teachers and administrators. It also calls for greater teacher participation in curricular decisions, and for norms of continuous self-improvement among teachers. The final essay, "Preparing for the Future in the Teaching Profession," sets forth specific recommendations for improving teacher education programs. (TE)

ED 289 327
EC 201 288

Hutinger, Patricia L.; Marshall, Sue
Sharing Centers, Training Module.
Western Illinois Univ., Macomb.
SPONS. AGENCY- Governor's Planning Council on Developmental
  Disabilities, Springfield, Ill.
PUB DATE- Jul 85
NOTE- 48p.; A product of the Macomb 0-3 Rural Project. Sponsored in
  conjunction with the study of the State of the Art of Birth to 3
  Programs in Illinois. For related document, see EC 201 287.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Non-Classroom Use (055)
DESCRIPTORS- Child Development; *Disabilities; Inservice Education;
  *Intervention; *Parent Participation; Postsecondary Education;
  Program Evaluation; *Program Implementation; *Social Support Groups
IDENTIFIERS- *Early Intervention; *Sharing Centers

This module provides the basis for inservice training on the establishment of Sharing Centers, which are small groups of parents and their pre-school (birth-3) children, both handicapped and non-handicapped who come together on a regular basis for shared social and developmental experiences. The Sharing Center, as created by the Macomb 0-3 Rural Project in Illinois, involves the family in the child's program, provides an additional environment in which to work toward the child's educational goals, and encourages interaction among the participants. The theoretical foundations for Sharing Centers are described, along with steps involved in setting up the program. Suggested inservice activities, needs assessment procedures, planning worksheets, and evaluation forms are included. (JDD)

of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. It provides guidelines and strategies in workshop format for implementing the program in a school. The guide is organized around three topics. The rationale for BASICS presents the philosophy underlying the development of the material. Emphasis is given to the joint effort approach for strengthening students' basic skills. The rationale for BASICS implementation presents the background and issues involved in beginning the BASICS program and the various stages of implementation. Considerations include the leadership role required for a successful program and the various stages of implementation. The BASICS implementation section contains specific implementation procedures for the person who coordinates the BASICS program. The section contains a listing of BASICS products, a description of the products, and workshop outlines for inservice sessions for teachers and others in specific BASICS topics. Appendixes include a typology of standards, concerns voiced in California about vocational education, and three statements supporting joint vocational-academic effort. (YLB)

ED 288 956
CE 047 970

Veach, June P.; Crowe, Michael R.
Primer of Exemplary Strategies. BASICS: Bridging Vocational and Academic Skills.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 91p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 969-978.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300AB--$11.95; complete BASICS set, SP300--$198.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Education; *Basic Skills; Classroom Techniques; *Communication Skills; *Integrated Activities; Integrated Curriculum; *Mathematics Skills; Problem Solving; Sciences; Secondary Education; *Teaching Methods; *Vocational Education
IDENTIFIERS- *Science Skills

This basic skills resource tool for the teacher illustrates, through models and practices that are proven successful at state and local levels, how to implement the processes and techniques presented in BASICS. BASICS is a package of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. These exemplary practices are divided into two topics: Basic Skills Techniques and Joint

ED 288 979

CE 047 993

Lankard, Bettina A.
Exhibit Positive Work Attitudes. Work Skills: Work Maturity Skills Competency 2.0. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 31p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB08--$15.00; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; Career Education; Competency Based Education; Creativity; Education Work Relationship; Employee Attitudes; Employment Potential; Individualized Instruction; *Interpersonal Competence; Job Skills; Learning Modules; Motivation; Secondary Education; Skill Development; *Vocational Adjustment; *Vocational Maturity; *Work Attitudes

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: using basic social skills (assuming positive behavior and exhibiting interest in others), being creative and willing to learn (identifying creative potential in oneself and others and seeking new ideas and ways of doing things), and taking pride in work (developing a sense of contribution about one's own work and being particular about finished products). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

ED 288 991
CE 048 007

Belcher, James O.; Warmbrod, Catharine P.
Entrepreneurship Education. OPTIONS. Expanding Educational Services for Adults.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 75p.; For related documents, see CE 048 001-008.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP500FC--$9.50; complete OPTIONS set, SP500--$174.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Business Administration; *Business Education; *Entrepreneurship; Postsecondary Education; Program Development; *Program Implementation; Resources; *Small Businesses

This monograph is part of OPTIONS, a packaged set of materials developed to provide postsecondary administrators, program planners, curriculum developers, counselors, and instructors with up-to-date, reliable information. This volume and two other monographs are intended to enable counselors and instructors to establish and conduct special services to meet the learning and career needs of adult programs. The publication provides models for planning and implementing an entrepreneurship education program for adults. Chapter 1 offers an insight into entrepreneurship. It discusses skills necessary to be a successful entrepreneur, characteristics of entrepreneurs, and need for entrepreneurship education. Chapter 2 considers the program planning factors specific to entrepreneurship education as follows: statement of needs for program, goals and objectives, support services and facilities, budgeting, funding, schedule or work plan, advisory committee, marketing/recruiting, and evaluation. Chapter 3 lists curriculum resources and organizations that will assist the program developer in planning and implementing an entrepreneurship program. Appendix A is a sample evaluation instrument. Appendixes B-E list additional resources intended to assist the small business owner: resources available for small business owners, Small Business Administration regional offices, small business institute programs by city and state, and small business development centers. (YLB)

ED 289 103
CG 020 369

Liability Insurance Availability (Part 1). Hearings before the Subcommittee on Commerce, Transportation, and Tourism of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress (September 19, 1985, February 4 and 20, and March 19, 1986).

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 87

NOTE- 876p.; Serial No. 99-141. Portions contain small/marginally legible print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF06/PC36 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Financial Support; Hearings; *Individual Needs; *Insurance; *Legal Responsibility; *Risk

IDENTIFIERS- Congress 99th; *Liability Insurance

This document presents the texts of four Congressional hearings held in September of 1985 and February and March of 1986 to investigate the effects and the causes of the critical shortage of liability insurance in the United States. The first hearing examines the dimensions of the problem and offers insights into why objectives of having an insurable society are not currently being met for many people. The second hearing calls on representatives of businesses and of cities, towns, and school boards nationwide, many of whom have been affected by the crisis of insurance cancellations and rate increases. Also testifying are representatives of insurance agent organizations who discuss the insurance industry and difficulties faced by clients. The third hearing concentrates mainly on the perspectives of the states in their current responsibilities for regulating insurance. Witnesses at the state level provide information about the current regulatory system. The final hearing calls on witnesses who discuss areas in which the need for improved risk abatement is particularly acute, including the trucking industry. A total of 35 witnesses provide testimony at the four hearings. Materials submitted for the record are included. (NB)

ED 289 162
CS 210 825

Thompson, Nancy S.
Effects of Verbal Ability, Audio-Pictorial Stimuli and Print-Verbal Stimuli on the Reading and Writing Abilities of Early Adolescent Students.

PUB DATE- [81]
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Adolescents; *Audiovisual Communications; *Audiovisual Instruction; Communication Research; Creative Writing; Grade 8; Literacy; *Reading Ability; Reading Difficulties; Reading Research; Secondary Education; Speech Skills; Visual Stimuli; Writing Improvement; Writing Research; *Writing Skills

Because audio-visual information is pervasive in contemporary cultural communications, this study looked at the importance of audio-visual information and how it can be used for educational purposes. Specifically, the study compared the effectiveness of audio-pictorial slide-tape presentations and printed verbal language selections as stimuli for creative thinking at the invention stage of writing. The most important focus was on whether or not low verbal eighth grade students who have difficulty reading would improve in written creative expression when their thinking is stimulated through viewing or hearing information. Although there were no statistically significant results on standardized tests, judges' ratings of creative thinking in students' written products showed improvement on the part of low verbal students. Based on this improvement and on an extensive review of literature, the study encouraged further investigation of the linguistic importance of pictorial imagery in modern culture and of its viability as a tool for teaching traditional literacy skills. (Fourteen references are appended.) (Author/SKC)

ED 289 189
CS 505 785

Gilder, Eric
A Clash of Symbols: An Analysis of Competing Images and Arguments in the AIDS Controversy.
PUB DATE- Nov 87
NOTE- 38p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Communicable Diseases; Conflict; Current Events; Medicine; *Models; Moral Issues; Political Issues; Problem Solving; Religious Conflict; Scientific Research; Social Change; Social Discrimination; *Social Problems; *Symbolic Language; Traditionalism; Values

Efforts to contain the spread of Acquired Immune Deficiency Syndrome (AIDS) have been slowed by numerous arguing factions, political, religious, and medical, all of which perceive the AIDS epidemic through a different set of symbols. The images can be more easily understood using Kenneth Boulding's Threat, Integry, and Exchange (or TIE) model. The triangular model suggests that interactions based on threat images are destructive, founded on one group subjugating another. Groups who base their actions on threat images include Christian fundamentalists, who conclude that the disease is an act of divine retribution; the medical community, which sees AIDS as a threat to its authority and ability to cure disease, and some gay groups, who see AIDS as a threat to their political autonomy and sexual freedom. Action based on exchange images are more productive, including spending tax dollars on AIDS research, while action based on integrative images is the most productive, encompassing the acknowledgement of identity in relation to others. Churches that have welcomed gays into their membership and groups that have been formed to deal specifically with the AIDS issue fall into this category. It is held that Boulding's concept of integry provides the best model for a pragmatic and thoughtful response to the "situational exigence" of AIDS, and the public should attend to those in the AIDS debate who articulate this unifying image. (Four pages of references are included.) (JC)

ED 289 223
EA 019 677

Magendzo, Abraham; And Others
Private Education in Chile under the Military Regime (1973-1986).
PUB DATE- Apr 87
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict of Interest; *Educational Policy; Elementary Secondary Education; *Foreign Countries; Government Role; *Government School Relationship; Higher Education; Ideology; Political Socialization; Politics of Education; *Private Education; Private School Aid; Private Schools; School Administration; Social Discrimination; *Totalitarianism
IDENTIFIERS- *Chile

This paper analyzes the development of private education in Chile since the military coup of 1973, in the context of the military regime's neoconservative political and ideological aims. Despite these professed aims, copious evidence is presented to suggest that the need of an authoritarian state to maintain "national security" by suppressing all dissent has led to a serious discrepancy between the professed aims of the regime and its need for total ideological control of private education. These contradictions are expressed in three fundamental ways. First, despite the discourse on freedom, the state reserves for itself the right to legislate and control all aspects of education, both administrative and curricular, and a national system of supervision at the regional level has been installed to monitor and evaluate the schools and control the aid given to private institutions. Second, the private sector has assumed responsibility for educational services in a partial and fragmented way. Since profits are given preference over community service, the number of subsidized institutions has increased in urban areas but has declined in the rural areas, where educational services are needed most. Third, the transference of the privatization plan to the totality of the educational system has wrought a discriminatory system of state financing for education at all levels, along with reduced salaries and loss of tenure rights for teachers. All these practices have brought about a deterioration in the quality of education. Appended are a series of statistical tables, along with organizational charts illustrating the structure of the Chilean educational hierarchy.(TE)

ED 289 236
EA 019 757

Willie, Charles V.
The Excellence Movement in Education and Lessons from History.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Admission; *Community Responsibility; *Democratic Values; Educational History; *Educational Policy; Elementary Secondary Education; *Equal Education; Futures (of Society); Higher Education; *Selective Admission
IDENTIFIERS- *Excellence in Education; National Commission Reports; *Polybius

Backed by the federal government, the excellence movement in education has advocated higher college admissions requirements and reliance on nationally administered standardized tests. Although intended to benefit the public welfare, these recommendations actually discourage learners considered less worthy. When discussing the movement's mental health implications, one must consider community psychology concepts (equality, supremacy, preeminence, authority, responsibility, rejection, and others) related to individuals' interactions. Essentially, excellence is a function of individual aspiration and accomplishment. When excellence is viewed as a collective property, an inappropriate transformation has occurred that is open to abuse. Institutions, groups, and other collectivities are obligated to serve others adequately, not excellently. Drawing on the work of Polybius, an ancient Greek historian, this paper argues that the excellence movement's attempts to transfer an individual, personal privilege into a social obligation is inapppropriate, misguided, and ultimately pathological. Polybius feared that subsequent generations of authority holders reared in a privileged atmosphere would abandon their high responsibility in favor of avarice and other excesses. Today's educators should not be so quick to condemn the U.S. system of universal education as mediocre, nor to adopt exclusionist higher education policies. Our educational system will be strengthened by maintaining its twofold goal of community advancement and individual progress. Included are four references. (MLH)

ED 289 263
EA 019 842

Wood, R. Craig; Dawson, Brian K.
An Examination of Controlled School Corporations.
PUB DATE- Oct 86

NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Average Daily Membership; Comparative Analysis; *Educational Assessment; *Educational Finance; Elementary Secondary Education; Expenditure per Student; *Fiscal Capacity; *Institutional Survival; Money Management; *School District Autonomy; School District Spending; Teacher Salaries; Teacher Student Ratio
IDENTIFIERS- *Indiana

This comparative study examines the functioning of Indiana school districts that are placed under control of the state school property tax review board for the purpose of emergency relief. The study sought to determine the fiscal status on selected criteria of seven such "controlled school corporations" (CSCs) for the 1985 budget year by comparing the CSCs with seven fiscally-matching non-controlled school corporations (non-CSCs). Unlike non-CSCs, which have balanced budgets, school corporations with controlled status may shift moneys from other funds into the general fund. The CSCs and the non-CSCs were matched on the basis of average daily membership and assessed valuation per student. Data regarding students, teachers, and assessed valuation were compared. The findings indicate that, for school corporations with an average daily membership of less than 5,000, CSCs compare favorably with the matched group in ability to sustain educational offerings. Among CSCs, teacher employment increased and student enrollment decreased. Compared with the non-CSCs, the CSC average student-teacher ratio was lower and teachers received larger salary increases. Taxpayers fared better in the CSCs in terms of assessed valuation per student and a lower total school tax rate. Controlled status has permitted several school corporations to maintain, if not increase, educational standards as measured by fiscal expenditures. Four tables of comparative data are provided (CJH)

ED 289 279
EC 201 240

Molaison, Valarie; And Others

Interpersonal Accommodation of Vocal Behavior in the Interactions of Infants with Down Syndrome with Their Mothers: A Preliminary Study.

PUB DATE- Apr 87
NOTE- 55p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; *Downs Syndrome; *Heart Disorders; *High Risk Persons; Infants; *Mothers; *Parent Child Relationship; *Verbal Communication

The degree to which vocal accommodation occurred in the interaction of mothers with 27 infants 3- to 5-months old equally divided among three diagnostic groups (heart disease, Down Syndrome, and no known abnormalities) was investigated. Videotapes were made of the infants during 3 minutes of face-to-face play with their mothers. Tapes were coded in terms of sequence of vocalizations, pauses, switching pauses, and turns. Time-series regression analyses indicated that a great deal of accommodation occurred, especially for the vocalization and pause parameters. The accommodation was primarily compensatory in nature and was exhibited equally by mothers and infants in all three diagnostic groups. There were also substantial individual differences in vocal behavior across dyads within each group. Findings appeared to support the notion of the importance of interpersonal vocal accommodation in normal individuals and to extend it to some at-risk grous. A 9.5 page reference list is included. (Author/CL)

ED 289 312
EC 201 273

Harris, Deberah
Communicative Interaction Processes Involving Non-Vocal Physically Handicapped Children.
Wisconsin Univ., Madison. Trace Center.
PUB DATE- Mar 82
NOTE- 19p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. Parts of the document have small print and may not reproduce well. For related documents, see EC 201 271-280.
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($2.20).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; *Communication Aids (for Disabled); *Communication Disorders; *Interaction; *Nonverbal Communication; *Physical Disabilities; Primary Education; *Prostheses; Teacher Student Relationship

Communication prostheses are critical components of the nonvocal child's communication process, but are only one component. This article focuses on the steps involved in communicative interaction processes and the potential barriers to the development of effective interaction and analysis of nonvocal communicative interactions. A discussion of the processes involved in communicative interaction highlights the complexities created when the interaction includes a nonvocal person and emphasizes the more active role which may be required of the listener. Potential barriers to effective interaction include: (1) altered conversational patterns; (2) augmentative devices and techniques; (3) speed; (4) laborious and tiring formulation and expression of messages; (5) neglect of the speaker's repertoire of expressive modes; (6) effect of the symbol system used on conceptualization of experiences; and (7) general experience, skill level, and motivation to communicate and interact. A study involving three nonvocal severely physically handicapped children, aged 6-7, and their teachers in classroom interactions found that communicative interactions in all contexts were dominated by teachers and were usually teacher-initiated. These findings are contrasted with those documented in studies of communicative interactions of vocal children. Implications of the study for communication programs are discussed. (JDD)

ED 288 967
CE 047 981

Merz, Harold E.; Bhaerman, Robert D.
Dignity in the Workplace: A Student Guide to Labor Unions. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 129p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100AC02--$7.75; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Apprenticeships; Career Education; *Collective Bargaining; *Community Services; Fringe Benefits; Instructional Materials; *Labor Relations; Lifelong Learning; Occupational Information; *Political Attitudes; Secondary Education; Tests; Union Members; *Unions; *Vocational Education

This student guide provides instructional materials for seven units in the area of labor studies. Unit topics are introduction to labor unions, who labor in America is, collective bargaining: democracy in the workplace, preserving workers' rights: safeguards in the system, partners in education and training, partners in public service: labor unions and the community, and labor's stand on key national issues. Each unit begins by listing goals for learning and tools for learning. Informative material is followed by a unit quiz. Fact sheets are then provided with information on unions and industries in these vocational areas: agriculture and natural resources; business and professional services; commodities manufacturing; communication and public utilities; construction; consumer goods manufacturing; finance, real estate, and insurance; food retailing and restaurant; government; health services; hospitality and personal services; industrial goods manufacturing; transportation; and wholesale trade and nonfood retailing. These types of facts are provided: employers and worksite locations; job opportunities for vocational-technical graduates; trends (industry and the economy, wages, benefits and working conditions); opportunities for worker involvement, growth and skill development, and public service; and action steps. (YLB)

ED 289 020
CE 049 161

Camp, William G.
Microcomputers in Agricultural Education. Final Report.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- 10 Aug 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Education; Curriculum; Databases; *Information Systems; Inservice Teacher Education; *Instructional Materials; *Microcomputers; *Online Systems; Teacher Workshops; *Telecommunications
IDENTIFIERS- *Virginia

A project to continue operation of the Virginia AG ED Network, a free, online computer-based instructional information system, is described. Curriculum material, news information, and instructional material were collected for input into the database for use by teachers. The project also provided inservice workshops to agricultural education teachers on the use of telecommunications, including but not limited to the Virginia AG ED Network, and its implementation in the agricultural education classroom. (YLB)

ED 289 021
CE 049 174

Anderson, Clinton L.
Educating the United States Army.
PUB DATE- 23 Oct 87
NOTE- 42p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *College Programs; *Continuing

ED 289 133
CG 020 400

Norris, Thomas L.
Victim Therapy with Adult Survivors of Child Sexual Abuse.
PUB DATE- 25 Oct 86
NOTE- 19p.; Paper presented at the Annual Conference of the American Association for Marriage and Family Therapy (44th, Orlando, FL, October 23-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Child Abuse; *Counseling Techniques; *Emotional Adjustment; *Incest; *Individual Counseling; Rape; *Sexual Abuse; Victims of Crime

This paper describes a four-phase therapeutic approach that has proven useful to adult female and male survivors of child sexual abuse. The methods described are primarily used in individual therapy, although the context is within the family therapy realm and relies heavily upon Structural Family Systems Theory. The four phases which a victim passes through before the counseling is complete are described in detail under the headings of: (1) Challenge and Education; (2) Delving Deeper and Fragile Times; (3) Rebirth and New Life Skills; and (4) Evaluation and Moving On. Specific techniques which are used at each phase are enumerated and discussed. Examples are included to illustrate the various techniques, which include guided imagery, developing a family genogram, relaxation techniques, reparenting, psychodrama, and the "Child Within" concept. (NB)

ED 289 206
CS 505 830

Foss, Karen S.
Feminist Rhetoric: A Selected Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; Civil Rights; Communication Research; Cultural Context; *Discourse Analysis; Females; *Feminism; Ideology; *Language Usage; Political Issues; *Rhetoric; *Rhetorical Criticism; Sex Bias; Sex Role; *Social History; Womens Studies
IDENTIFIERS- Equal Rights Amendment; *Feminist Criticism; Male Female Relationship; Rhetorical Community; Rhetorical Stance; Womens Literature; Womens Organizations

Noting that the proliferation of discourse by and about the women's movement makes focus imperative in a bibliography dealing with feminism, this annotated bibliography concentrates on rhetorical analysis of American feminist rhetoric. The 42 cited items, most of which appeared in communication journals or were presented at communication conventions, are intended for use by teachers and students of communication interested in understanding feminist discourse. (NKA)

ED 289 296
EC 201 257

Miller, Ronald C.; And Others
Less Restrictive Placement Personnel Training 1984-1986. Final Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jul 87
NOTE- 29p.; Prepared by the Special Education Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Knowledge Level; *Mainstreaming; *Program Evaluation; Special Education; *Staff Development; *Student Placement; *Teacher Attitudes; Teacher Workshops
IDENTIFIERS- *Regular and Special Education Cooperation

The report presents findings of the second and third year of a study of the Less Restrictive Placement Personnel Training (LRP) program, designed to develop materials and training to increase the number of students mainstreamed into general education. In the final 2 years of the 3-year program, LRP expanded to include all special education regions with the total number of sites increasing from 16 to 50. Training modules and materials were also further refined. Study procedures involved interviews of on-site trainers and principals and observations of workshops. Pre- and post-test questionnaires were analyzed to assess participants' knowledge and attitudes. Evaluators noted a favorable reaction on the participants' part to the training as well as enhanced communication between the general and special education staffs. There was no notable change in participants' knowledge and attitudes toward less restrictive placement after the training. Recommendations are made for future projects of a similar nature. (CL)

ED 289 005
CE 049 002

Clark, Mari; And Others
Oral Rehydration Therapy and the Control of Diarrheal Diseases. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-34.
CHP International, Inc., Oak Park, IL.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Mar 85
NOTE- 514p.; Some illustrations will not reproduce clearly.
CONTRACT- PC-284-1011
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communicable Diseases; Competence; Competency Based Education; Course Content; Course Organization; *Developing Nations; *Disease Control; Disease Incidence; Drinking Water; Epidemiology; Foreign Countries; *Health Education; Health Personnel; Hygiene; Lesson Plans; *Nutrition; Postsecondary Education; Public Health; Sanitation; Teaching Methods; Volunteers; *Volunteer Training
IDENTIFIERS- *Diarrhea; *Oral Rehydration Therapy; Peace Corps

This manual was developed to train Peace Corps volunteers and other community health workers in oral rehydration therapy (ORT) and the control of diarrheal diseases. Using a competency-based format, the manual contains six training modules (organized in 22 sessions) that focus on interrelated health education and technical content areas. Each module begins with a set of behavioral objectives and contains a sequence of sessions that address the specific content area. Session formats include targeted time frame, overview, objectives, resources, materials, procedures, and trainer notes. The modules cover the following topics: climate setting and assessment; diarrhea, dehydration, and rehydration; nutrition and diarrhea; working with the health system; working with the community; and community health education. Extensive examples, sample forms, schedules, and handouts are provided. Materials are illustrated with photographs and line drawings. Suggestions to the trainer for adapting the materials for different countries and different learners are included in the training packet. (KC)

ED 289 034
CE 049 200

Health Occupations Education. Vocational Education Program Courses Standards.
Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jul 87
NOTE- 306p.; For related documents, see CE 049 198 and CE 049 202.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Allied Health Personnel; Behavioral Objectives; *Career Exploration; *Course Content; Learning Activities; Nursing Education; Performance; Postsecondary Education; Prevocational Education; Secondary Education; State Curriculum Guides; *State Standards; *Therapy

This document contains vocational education program courses standards for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary or postsecondary level. Each program standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For secondary job preparatory programs, courses have been designated with student performance standards listed for each course. Standards are provided for 61 courses. Representative titles are orientation, exploration, x-ray machine operator, cardiopulmonary technology, central service technology, cytotechnology, dental assisting, diagnostic medical sonography, electrocardiograph aide, emergency medical technology, funeral services, health care management, health unit coordinator, hearing aid dispensing, histologic technology, home health aide, massage, medical assisting, medical records technology, nuclear medical technology, nursing assisting, nursing, occupational therapy assistant, ophthalmic dispensing, optometric assisting, pharmacy assisting, physical therapy aide, practical nursing, radiation therapy technology, respiratory therapy, veterinarian technology, and vision care assisting. (YLB)

ED 289 062
CE 049 291

Family Literacy.

Altoona Area Public Library, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 30 Jun 87
NOTE- 12p.
CONTRACT- 98-7033
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Programs; *Beginning Reading; *Family Programs; *Literacy Education; Outcomes of Education; *Parents; Program Effectiveness; Tutoring
IDENTIFIERS- 310 Project; *Project Head Start

In light of research confirming the important effects of parents' literacy skills on their children's eventual acquisition of literacy skills, a project was undertaken in the Altoona Area School District in Blair County, Pennsylvania, to provide basic literacy training to a group of Head Start parents who were unable to read and who were not participating in an adult basic education (ABE) program. The project had four major objectives: provide basic literacy instruction to illiterate parents who were not currently being reached by the county's ABE program, counsel the targeted parents concerning the importance of reading as a family activity and as a method of improving children's chances for achieving success in school, provide opportunities for Head Start families to obtain reading materials for their children to keep at home, and train adult nonreaders to work with their preschool children on prereading skills. To promote the program, Head Start home aides disseminated literacy information to the parents with whom they were working. Those parents who were in need of the literacy program were interviewed and assessed by the literacy volunteer coordinator. Within a month, each parent was matched with a training literacy tutor who met with the adults on a one-to-one basis. Each family received seven books and a free subscription to "Sesame Street Magazine." At the end of the nine-month project, the adult students (who had been tutored between 1.5 and 4 hours each week) showed reading levels that had increased between 6 months and 2 years. It should, however, be noted that 50 percent of the audience originally targeted for the program chose not to participate, and up to 30 percent did not complete the program. (MN)

ED 289 076
CE 049 310

Davis, Joseph L.
Relationship of the Industrial Arts/Technology Curriculum to Vocational Education in Ohio.
Ohio State Council on Vocational Education, Westerville.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Coordination; *Curriculum Development; *Educational Cooperation; Educational Research; *Industrial Arts; Integrated Curriculum; Secondary Education; State Surveys; *Technology; *Vocational Education
IDENTIFIERS- *Ohio

Twelve industrial arts (IA) teachers and supervisors were interviewed to obtain information on the significant changes that have occurred in the goals of IA. The issues were the present status of the IA curriculum in Ohio, the contribution IA makes to vocational education, the relationships between IA and vocational education, and provision for coordination between IA and vocational education. The study found a concentrated effort underway to reform the industrial arts curriculum, including a name change and corresponding emphasis on technology, new purposes, the clustering of curriculum content, and a recognition of the importance of including the manufacturing process as a part of the IA/Technology curriculum. Contributions that IA makes to vocational education included opportunities for awareness, orientation, and exploration; a basic core of technological skills and knowledge; potential for provision of alternative, hands-on modes for attaining basic skills; inculcation of technological literacy in youth; and reinforcement of learning from other subjects. Participants indicated that IA-vocational education relationships were enhanced by coordination efforts and participation by IA staff in vocational education at the state level; involvement of IA and vocational education student organizations with each other; and exchange visits between IA and vocational education personnel in the field. (YLB)

ED 289 090
CG 020 356

Gibbs, Margaret; And Others
The Effect of Cross-Examination Tactics on Simulated Jury Impressions.

PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Court Litigation; Higher Education; *Hostility; *Interpersonal Communication; *Lawyers; Simulation; Social Cognition
IDENTIFIERS- *Communication Styles; *Cross Examination

Past research has demonstrated the negative effects of leading questions by attorneys on eyewitness testimony and has found that adversary lawyers produced less accurate testimony from eyewitnesses. This study was conducted to examine the effects of lawyer's hostile versus non-hostile behavior and lawyer's leading versus non-leading questions on simulated jury impressions. The script of a negligence case was drafted and videotapes were made for each of four conditions which varied by lawyer hostility and use of leading questions. College students (N=89) viewed one of the tapes and acted as jurors in the trial. Subjects rated impressions of the defendant's lawyer and of the expert witness, indicated a verdict, and gave a decision about the size of the award, if applicable. The combination of both hostile style and leading question tactics produced a more negative effectiveness rating than did either tactic alone. The results support the view that a powerful style produces a more favorable impression of a defense attorney than does a less powerful style. The approach involving both hostile affect and leading questions, however, was responded to negatively and seen as reducing the lawyer's perceived effectiveness, as was a non-hostile non-leading question style. (NB)

ED 289 118
CG 020 384

Nenortas, Gint V.
A Drop Out Prevention Program Utilizing Peer Group Counseling with Middle School Alternative Students.
PUB DATE- Jul 87
NOTE- 58p.; Ed.D. Practicum, Nova Universtiy.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attitude Change; *Behavior Change; Elementary Education; Elementary School Students; *High Risk Students; *Middle Schools; *Nontraditional Education; *Peer Counseling; Program Effectiveness; Self Esteem; Student Attitudes; Truancy

A dropout prevention program was developed to address the needs of middle school alternative students, those students who have been labeled as severely disruptive and who fall into the high-risk category for potential dropouts. Many of the students have a history of physical violence, abusive language, truancy, and police arrests or juvenile detention records. The program was designed to reduce absenteeism by 30%, increase self-esteem by 30%, and increase positive school attitude by 30% through the use of peer group counseling. The setting was a self-contained alternative program with a student-teacher ratio of eight to one. Eighteen students completed the program during its 10-month implementation period. An analysis of data compiled over that time showed a 14% decrease in truancy and a 16% average gain in self-esteem. There was a 26% positive gain in student attitudes toward school between pretest and mid-year test while all variables were constant. A comparison of the mid-year test and posttest results showed a 25% negative decrease in positive school attitude, influenced by an unexpected administrative and disciplinary code change at mid-year. The program was instrumental in uncovering a series of obstacles to the institution of peer group counseling within an alternative education program. (Author/NB)

ED 289 149
CG 020 416

Camara, Wayne J.
Utility of a Job-Person Match for Personnel Selection.

PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Congruence (Psychology); Decision Making; *Government Employees; *Job Applicants; *Personnel Selection; *Professional Occupations; *Technical Occupations; Vocational Interests
IDENTIFIERS- *Job Person Match

A backlog of applicants for civil service positions and a work overload on selection and classification specialists at one civil service office prompted a study of the usefulness of a job-person match for personnel selection. An instrument measuring applicants' match to a large number of professional and technical jobs within a state civil service office was developed from data collected through a comprehensive job analysis. A study was conducted which investigated the selection decisions of civil service applicants (N=103) following completion of this instrument measuring their job-person match with each of 70 jobs. Applicants either completed the instrument, completed the instrument and received additional feedback concerning their match to jobs, or served as a control. The results revealed that applicants' selection decisions were modified by feedback on their matches to the different jobs.

Applicants completing the instrument but receiving no feedback were not significantly different from controls. Applicants' match to jobs was significantly, but differentially related to civil service test performance across groups. Results indicated that applicants were willing to alter their initial selection decisions and even eliminate jobs based on feedback from an instrument measuring job-person match under certain conditions. (Author/NB)

ED 289 176
CS 210 874

Gray, Patricia S.

Connecting Literature to History for Interdisciplinary Teaching: "Antigone" and Greek History.

PUB DATE- 24 Nov 87
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Drama; *English Instruction; Experiential Learning; Greek Literature; *History Instruction; *Integrated Curriculum; *Interdisciplinary Approach; *Learning Strategies; *Literature Appreciation; Prior Learning; Schemata (Cognition); Secondary Education; Student Projects; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Antigone

Recent research suggests that information must be made meaningful to students before they will comprehend and remember it. However, because so much curriculum is learned in isolation, many students miss the connections between such disciplines as literature and history. One solution is to connect the teaching of history and literature to a focal point, such as Sophocles' play "Antigone." For instance, history and literature teachers could switch classes for a class period or two, the history teacher giving the play a historical context while the literature teacher explains literary trends of the period to the history students. Such an interdisciplinary approach could be improved with the use of prereading activities to activate students' prior learning, and

teachers could allow students to set their own pace by offering a number of appropriate prestudy activities. To make use of multiple cognitive skills, students could (1) see and discuss an audiovisual presentation on ancient Greece; (2) read "Antigone" and write a plot summary; (3) listen to a tape-recording of the play; (4) locate allusions to Greek mythology in the play and analyze their meaning in the dialogue; or (5) present a scene from the play. Role playing, researching various aspects of Greek history, and writing are appropriate strategies for both history and literature students. Such an approach synthesizes knowledge from content areas and improves the quality of the instruction. (Four references are included.) (JC)

ED 289 328
EC 201 289

Rundall, Richard D.; Smith, Steven Lynn
Parent Readiness Levels: A Developmental Approach to Parent Intervention. Training Module.
SPONS. AGENCY- Governor's Planning Council on Developmental Disabilities, Springfield, Ill.
PUB DATE- Jul 85
NOTE- 49p.; Developed under the auspicus of Project RHISE/Outreach and the Macomb 0-3 Rural Project. Sponsored in conjunction with the study of the State of the Art of Birth to 3 Programs in Illinois. Portions of appendices contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Developmental Stages; *Disabilities; *Emotional Adjustment; Expectation; Individual Needs; Inservice Education; *Intervention; *Parent Education; Parent Participation; *Readiness

This training module on parent readiness levels is based on the premise that parents pass through stages of development in accepting and working with their child's handicap. The module is designed to be used in inservice training on parent involvement and to aid staff in identifying levels of parent readiness for involvement and in recognizing parental behaviors indicative of each level of readiness. The readiness levels can provide a conceptual framework for understanding parents' needs and abilities, and provide a systematic way to respond to parents' capabilities with appropriate expectations. The developmental levels of parent readiness are categorized as: (1) attendance, (2) observation, (3) assistance, (4) participation, (5) planning, and (6) leadership. Techniques for facilitating involvement are discussed. An appendix contains materials useful to the inservice training leader. (JDD)

ED 288 980
CE 047 994

Lankard, Bettina A.
Practice Good Work Habits. Work Skills: Work Maturity Skills Competency 3.0. Connections. School and Work Transitions.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 39p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB09--$15.00; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; Career Education; Competency Based Education; Education Work Relationship; Employment Potential; First Aid; Individualized Instruction; *Job Performance; Job Skills; Learning Modules; Safety; Secondary Education; Skill Development; *Vocational Adjustment; *Vocational Maturity; *Work Attitudes

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: maintaining regular attendance (being punctual and dependable), being thorough and diligent (completing tasks willingly and on time, being persistent and persevering, and maintaining professional knowledge), and following safety practices (identifying and following general safety rules, operating equipment safely, and identifying and demonstrating first aid techniques). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

ED 288 992
CE 048 008

Warmbrod, Catharine P.; Liming, Roxi A.
Case Studies of Programs Serving Adults. OPTIONS. Expanding Educational Services for Adults.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 236p.; For related documents, see CE 048 001-007.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP500G--$39.95; complete OPTIONS set, SP500--$174.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Programs; Apprenticeships; Basic Skills; Case Studies; *Cooperative Programs; Disabilities; Dislocated Workers; Economic Development; *Educational Cooperation; *Educational Improvement; Industry; *Labor Education; Literacy Education; Postsecondary Education; Program Descriptions; Retraining; School Business Relationship; Small Businesses; Technological Advancement; Unions

This book is part of OPTIONS, a packaged set of materials developed to provide postsecondary administrators, program planners, curriculum developers, counselors, and instructors with up-to-date, reliable information. This publication describes 61 exemplary practices and programs that have successfully improved or expanded educational services for adults. Part I, Case Studies of Services for Employers and Their Workers, focuses upon customized training and retraining programs, industrial literacy programs, and economic development programs. Part II, Case Studies of Programs for Organized Labor, describes the collaborative efforts between postsecondary institutions and organized labor to provide education and training programs to workers, including education funds of labor unions, retraining programs for displaced workers, and apprenticeship training programs. Part III, Case Studies of Industry-Education Joint Ventures, describes high technology programs, cooperative education, and faculty return-to-industry programs. Collaborative arrangements and employment and field experiences are examined. Part IV, Case Studies of Special Services and Programs for Adults, focuses on postsecondary institutions' responses to students with special needs, including dislocated workers and disabled persons. Case studies provide brief descriptions of the programs, program operation, funding and staffing patterns, reasons for initiation, and linkages. (YLB)

ED 289 048
CE 049 228

Alternativas. A Bilingual Vocational Model Program and Curriculum.
Elgin Community Coll., Ill.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 87
NOTE- 150p.
CONTRACT- REP-87-11-B-2-4
LANGUAGE- English; Spanish
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Behavioral Objectives; *Bilingual Education; Career Awareness; Community Colleges; Displaced Homemakers; *Job Placement; *Job Training; Learning Activities; Lesson Plans; Limited English Speaking; Models; *One Parent Family; Postsecondary Education; Prevocational Education; *Spanish Speaking; *Vocational Education; Vocational English (Second Language); Workshops

This guide is intended for use in conducting a 2-week, 30-hour career awareness and job readiness workshop for limited-English proficient, Spanish-speaking displaced homemakers and single parents. The workshop includes bilingual instructional materials dealing with the following topics: identifying interests and skills, setting goals, understanding the labor market, entering the labor market, completing job applications and writing resumes, taking a job interview, and planning a course of study and a career. The first part of the program guide describes the materials included in the workshop curriculum manual; discusses the qualifications needed by workshop facilitators; and outlines procedures for publicizing the workshop, determining program eligibility, organizing necessary supportive services (including transportation and child care), presenting the workshop, organizing individual planning sessions to be held after the workshop, making referrals, helping workshop participants begin training or find a job, and conducting workshop follow-up activities. The first five sessions outlined in the curriculum guide are intended to help participants improve their self-esteem, and the second five sessions cover techniques for finding jobs and/or educational and training opportunities. Each session outline contains a goal, objectives, activities and procedures for implementing them, instructor guidelines, and related bilingual instructional materials (including sample forms and handouts). (A project report is included with the program guide.) (MN)

ED 289 104
CG 020 370

Rands, Marylyn
Compatibility, Conflict, and Emotional Involvement in College Freshwomen Roommates.
PUB DATE- 11 Apr 87
NOTE- 46p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; College Housing; *Conflict; Conflict Resolution; *Emotional Development; Females; Higher Education;

*Interpersonal Relationship
IDENTIFIERS- *Compatibility (Social); *Roommates

College students who live on campus are often assigned a roommate whom they do not know and are expected to live with that person in intimate quarters. This study was conducted to examine the process of relationship development in 13 pairs of college freshwomen roommates. For 8 weeks each semester of their freshman year, roommates independently completed a weekly questionnaire on the two most important events that occurred between them and their roommate. Toward the end of each semester, they also completed measures of conflict, conflict resolution, and emotional involvement with their roommate. A follow-up interview was conducted during subjects' second year of college. The results revealed that conflicts were most frequently reported regarding room cleanliness, study hours, and how often the other asked for a favor. Emotional involvement was high for both semesters, but it decreased second semester, especially in perceptions of the other's disclosure and in one's own caring. By second semester, compatible roommates were more likely to report high emotional involvement than were less compatible roommates. Comflict also increased across semesters in number of conflicts, frequency, and importance. By second semester, compatible roommates were less likely to experience conflict. Living together the second year was predicted by compatibility, whereas emotional involvement and conflict predicted type of future interaction. (NB)

ED 289 134
CG 020 401

Holahan, Carole K.
Post-Retirement Adjustment: Effective Coping with the Stresses of Aging.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 87
NOTE- 14p.
AVAILABLE FROM- Hogg Foundation for Mental Health, Publications Division, P.O. Box 7998, Austin, TX 78713-7998.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Aging (Individuals); *Coping; Life Satisfaction; *Older Adults; Quality of Life; *Retirement; *Social Support Groups; Stress Management; *Stress Variables
IDENTIFIERS- *Self Efficacy

A study was conducted to examine the role of positive and negative life circumstances and individual coping factors in the psychological adjustment of older individuals. Interviews were conducted with 32 men and 32 women between the ages of 65 and 75 who were retired from mid-level or managerial jobs at the University of Texas. Most of the respondents were reinterviewed one year later. The majority of the negative life events reported by respondents involved the death or illness of a family member or friend. In spite of the seriousness of the negative life events reported, daily hassles were more strongly related to distress than were major events. Results demonstrated mental health benefits for older persons from having social relationships that provided important qualitative aspects of social support. Findings also showed that perceptions of self-efficacy in dealing with problems and negative life events were related to successful adjustment. Respondents were, in general, well-adjusted and satisfied with their lives. They appeared to be coping effectively and were generally meeting the stresses and demands of aging with success and good humor. Most respondents reported that the quality of their lives as they aged was as good or better than they had anticipated and most were optimistic about the future. (NB)

ED 289 163
CS 210 833

Mightier than the Typewriter: Using the Computer To Teach Writing for the Mass Media. A Report on a Conference (1st, Syracuse, New York, December 2-4, 1986).
Syracuse Univ., NY. S. I. Newhouse School of Public Communications.
PUB DATE- Sep 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; Computer Software; *Computer Uses in Education; Educational Research; Educational Technology; Higher Education; *Mass Media; Media Research; Microcomputers; News Writing; Spelling; Technical Writing; *Word Processing; *Writing Instruction; Writing Laboratories
IDENTIFIERS- Stylistics; Text Editors

Prepared from taped transcripts, this report summarizes presentations and panel sessions from a conference at Syracuse (New York) University that investigated the power that computers deliver to teachers and students of writing and editing, and the challenge of making the transition from typewriters to computers in the classroom. Titles of the chapters of the report are as follows: (1) "Buying Hardware: Hard Choices and Second Thoughts"; (2) "Choosing Software: First Pick Your Word Processor"; (3) "Networking in a Writing Lab"; (4) "How Different Is It? Making the Transition from Typewriters to Computers"; (5) "Evaluating Educational Software"; (6) "The Computer as an Audio-Visual Tool"; (7) "The Computer as a Reporting Tool; How 'Newsday' Uses Data Bases"; (8) "Coaching from the Sidelines: Using Style and Spelling Checkers"; (9) "To Check or Not to Check: How Much of a Role Should Style and Spelling Checkers Play in Writing Classes?" An afterword on the transitional nature of the conference topic concludes the report. (SKC)

ED 289 190
CS 505 808

Arneson, Pat

The Discourse of Presidents Ronald Reagan and Daniel Ortega: Peace in Nicaragua without Concession.

PUB DATE- Nov 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Comparative Analysis; Conflict Resolution; Cultural Context; Discourse Analysis; Foreign Countries; *Foreign Policy; International Relations; *Language Styles; Leadership Styles; *Peace; Persuasive Discourse; Presidents of the United States; Propaganda; *Rhetorical Criticism; Rhetorical Invention; *Speeches; World Affairs

IDENTIFIERS- Burke (Kenneth); Nicaragua; *Ortega (Daniel); Political Rhetoric; *Reagan (Ronald); Rhetorical Strategies

Seeking to understand American and Nicaraguan perspectives of the Nicaraguan revolution, a study examined the rhetorical strategies used by Presidents Reagan and Ortega in their speeches. Ten public addresses made by each president in 1985-1986, pertaining to funding for Nicaraguan counterrevolutionary forces, were charted and examined for prevalent themes. The themes were then grouped together by the ideas represented, and the groups were clustered to represent a broader topic of consideration. A discourse analysis based on Kenneth Burke's ideas on myth criticism investigated the mythic structure of each leader's rhetoric. In addition, an agon analysis of the rhetorical texts examined the philosophical perspectives of the two presidents. Analyses indicated that President Ortega's discourse featured the pentadic element "purpose," which corresponds to the philosophical term of mysticism, while President Reagan's discourse featured the pentadic element "agency" which corresponds to pragmatism. These philosophical perspectives are components of each other and as such serve to define each other. Just as a means is implicit in an end for Daniel Ortega's mysticism, purpose is implicit in agency for Ronald Reagan's pragmatism. Findings suggest that the political drama of international policy rhetoric is a viable and necessary area for future study. (Forty notes are attached.) (NKA)

ED 289 207
CS 505 831

Peterson, Eric E.
Readers Theatre: An Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.;
Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- Mar 85
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information
Analysis/State-of-the-Art Materials - ERIC Information Analysis
Products (071)
DESCRIPTORS- Aesthetic Values; Annotated Bibliographies; Choral

Speaking; Communication Research; *Drama; Elementary Secondary
Education; Higher Education; Literature Appreciation; Oral
Interpretation; *Readers Theater; Speech Communication; *Theater
Arts; *Theory Practice Relationship

Defining readers theatre as a form of aesthetic communication that encompasses ensemble or group oral interpretation including dramatic production of literature, this annotated bibliography emphasizes traditional theory and practice. The 34-item bibliography cites material from the following types of sources and topics: (1) books and journals; (2) description and application; (3) text and adaptation; (4) performance and production; (5) criticism and evaluation; and (6) bibliography. (SKC)

ED 289 224
EA 019 703

Schwartz, Arthur M.
Coping with Classroom Bigotry: Politics and Morality of Canada's Keegstra Affair.
PUB DATE- 27 Aug 86
NOTE- 37p.; Paper presented at the International Intervisitation Programme in Educational Administration (Auckland, New Zealand, August 24-29, 1986). Assisted by a grant from the Social Sciences and Humanities Research Council of Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Anti Semitism; Boards of Education; Court Litigation; Decision Making; Foreign Countries; Freedom of Speech; Higher Education; High Schools; Jews; *Moral Issues; *Politics of Education; Principals; Propaganda; Public Schools; *Social Discrimination; Social Studies; Standards; Superintendents; Teacher Administrator Relationship; Teacher Associations; *Teacher Dismissal; Teacher Rights
IDENTIFIERS- *Alberta

In December 1982, James Keegstra was dismissed from his position as high school social studies teacher in a small Canadian town. Two and one-half years later Keegstra was convicted on the rarely heard criminal charge of willful promotion of hatred towards an identifiable group (Jews) through his classroom teaching. Courtroom testimony made it clear that two successive principals of the school and the former superintendent of the school district had sheltered Keegstra by ignoring or failing to act on parental complaints. The two principals appeared as defense witnesses on behalf of Keegstra who argued that the approved curriculum was biased and that the school was interfering with his right of free speech. The principals' testimony raises concern about the selection and training of school administration and the functions and dysfunctions of ignorance, morality, and short-term expedience in the management of public education. The positivist technicism widespread in graduate departments of educational administration facilitates the avoidance of issues involving difficult matters of morality and ethics. Those who teach school administration need to ask what they are doing to give students the knowledge and attitudes that will keep them from becoming barbarians. Fifty notes are appended. (MLF)

ED 289 237
EA 019 758

Karst, Ralph R.
New Policy Implications for Inservice and Professional Development Programs for the Public Schools.
PUB DATE- Apr 87

NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Boards of Education; Career Development; *College School Cooperation; Educational Policy; Elementary Secondary Education; Field Interviews; *Inservice Education; *Management Development; *Policy Formation; Principals; *Professional Development; Public Schools; Superintendents; Teacher Burnout; *Teacher Improvement
IDENTIFIERS- *Louisiana

The purpose of this investigation was to search for new educational policies that would help renew and invigorate old ideas and concepts about inservice and professional development programs in the public schools. The methodology included both qualitative and quantitative functions. The key technique was an interview schedule with Likert-type questions that were proven very reliable through statistical analyses. Persons interviewed were identified as highly competent Louisiana teachers and administrators with a record of positive creative attitudes toward themselves, others, and their work. Eight superintendents recommended supervisors and elementary and secondary principals. The chosen principals were asked to select teachers who also met the criteria. Overall, 150 subjects were studied with considerable depth, although 107 were used in final analyses. Descriptive data laid the foundations for pragmatic interpretations that were applied to the formulation of 13 vigorous policies designed to have new but realistic implications for implementation mechanisms within a hopeful idealistic framework. (Author/MLF)

ED 289 250
EA 019 793

O'Brien, J. Stephen, Ed.
A Primer on Educational Governance in the Catholic Church.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 87
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Christianity; Church Programs; *Church Responsibility; *Church Role; Clergy; Educational Administration; *Educational Policy; Elementary Secondary Education; Governance; Models; Parochial Schools; Priests; Private Education; *Religious Education; School Organization; Theological Education
IDENTIFIERS- Canon Law; Catholic Church

This book provides a series of conceptual guidelines and models, predicated on Catholic tradition and law, for all those responsible for educational governance in Catholic elementary and secondary schools and in the various forms of parish religious education programs. Chapter 1, "Education and Governance," discusses Catholic educational governance in the larger context of Christian values and the mission of the Church. Chapter 2, "Governance and Law", discusses the respective roles of canon and civil law in the organization and operation of Catholic education. Topics discussed include the distinction, in the Code of Canon Law, between catechetics and Catholic schooling; the legislative, judicial, and executive power of the diocesan bishop; parish governance; schools and ecclesiastical structure; civil law and church property; contracts and employee relations; and Catholic school boards. Chapter 3 sets forth the following basic principles for church governance: (1) shared mission, (2) participation, (3) discernment of shared vision, (4) collaboration, (5) pastoral planning, (6) justice, (7) formal and informal relationships, (8) subsidiarity, and (9) accountability. Chapter 4 provides models by which groups within the church can structure educational governance. These include three models for single parish educational programs (a consultative board, a consultative committee formally related to the Parish Pastoral Council, and a board with limited jurisdiction); two models for inter-parish educational programs (a consultative board or a board with limited jurisdiction); and three models for private schools (a consultative board, a board with limited jurisdication, or an independent corporate board). Chapter 5, the conclusion, discusses the distinctions between power and authority in church governance. Appended are sample board constitutions and a glossary of terms. (TE)

ED 289 264
EC 200 784

Needs Assessment of the Special Education Program, 1986, and Evaluation of the Instructional Assistance and Assessment Component Project, 1985 and 1986. Summary Report.
Hawaii Univ., Honolulu. Curriculum Research and Development Group.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu.
PUB DATE- [86]
NOTE- 6p.; For a related document, see EC 200 785.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Classroom Research; Elementary Secondary Education; Inservice Teacher Education; Instructional Materials; *Learning Disabilities; Mainstreaming; *Special Education; Special Education Teachers; Teacher Aides; *Teacher Attitudes; *Teacher Responsibility; *Teacher Student Relationship

A 2-year evaluation of the Honolulu (Hawaii) District Instructional Assistance and Assessment Component involved placement of part-time teachers in selected specific learning disabilities classrooms to work with special education teachers. Twelve elementary school classes were involved during the first year (six project and six comparison classes); it expanded to 21 elementary and secondary classes during the second year (10 project and 11 comparison classes). A needs assessment of the Special Education Program was conducted along with the evaluation. For both, questionnaires were distributed, classroom observations were conducted, and parents and students were interviewed. Achievement tests were administered for the evaluation component. The findings of both the needs assessment and evaluation are summarized and the following recommendations are made: (1) provide opportunities to discuss and resolve conflicts of opinion among school personnel regarding mainstreaming; (2) provide inservicing on mainstreaming and teaching strategies to administrators and special and regular education teachers; (3) reevaluate the appropriateness of instructional (particularly seatwork) materials for each child; (4) reassess the demands of individualizing instruction to the extent it requires extensive recordkeeping of skills mastered, continuous selection and assignment of learning tasks, and meticulous monitoring of students' progress at the expense of pupil-teacher interaction. (VW)

ED 289 280
EC 201 241

Dickinson, Valerie J.
Attitudes and Practices of Special Day Class Teachers Concerning Least Restrictive Environment.
PUB DATE- 87
NOTE- 88p.; Master's Thesis, San Diego State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Educational Methods; Elementary Secondary Education; Individualized Education Programs; *Learning Disabilities; *Mainstreaming; Severe Disabilities; *Special Classes; Student Placement; Surveys; *Teacher Attitudes

A descriptive study reports on attitudes of 24 special day class teachers toward mainstreaming of learning handicapped students and toward practices used to implement mainstreaming. Questionnaires were completed concerning factual, attitudinal, and process information for placement and monitoring in the least restrictive environment (LRE). Responses revealed that 79% of the district's learning handicapped students were mainstreamed to non-academic curricular areas and 22% into academics. Readiness factors varied according to grade level. Preparation for LRE centered on discussion of expectations and parent contact. Informal communication was the most widely used method of monitoring progress. Teachers reported that benefits of mainstreaming included improved self-esteem and increased social skills. (Author/CL)

ED 289 297
EC 201 258

Miller, Ronald C.; And Others
Project RECURSO: 1985-1986 End of Year Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jul 87
NOTE- 36p.; Prepared by the Special Education Evaluation Unit.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Teachers; *Disabilities; Elementary Education; Inservice Teacher Education; *Limited English Speaking; Parent Education; *Parent School Relationship; Parent Workshops; *Program Effectiveness; Special Education; Student Evaluation; Teacher Workshops
IDENTIFIERS- *RECURSO Project NY

The report presents evaluation findings on the RECURSO Project which was designed to provide training to bilingual teachers, School-Based Support Teams (SBSTs), and parents of limited English proficient (LEP) special education students. Twenty schools with the greatest number of bilingual, self-contained special education classes in grades 3 through 8 were identified. Five different types of training opportunities were provided during the first year: one-on-one, on-site training sessions, five regional after-school workshops attended by 54 SBSTs and 78 teachers, two 4-day summer institutes attended by 36 SBSTs and 74 teachers, and seven parent workshops provided to a total of 70 parents. Activities addressed two of the three basic project goals: improvement of instruction through teacher training and improvement of parent-school interaction through parent workshops. (CL)

ED 289 313
EC 201 274

Vanderheiden, Gregg C.

Non-Conversational Communication Technology Needs of Individuals with Handicaps.

Wisconsin Univ., Madison. Trace Center.
PUB DATE- 83
NOTE- 7p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For related documents, see EC 201 271-280.
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($0.70).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Communication Disorders; Individual Needs; Information Processing; Interpersonal Communication; *Physical Disabilities; *Technology; Writing Difficulties

The paper explores the spectrum of communication needs of physically handicapped individuals, focusing on six basic areas: (1) conversation, (2) messaging, (3) portable writing needs, (4) workstation writing, (5) access to computers and information processing equipment, and (6) access to controls and control panels needed for daily living or employment. The strengths and weaknesses of current technology in meeting individuals' needs in each of these areas are examined. (JDD)

Effort Practices. The first section contains 47 techniques, practices, and programs used by secondary vocational teachers to teach basic skills in their classrooms. The other gives 24 examples of teaching basic skills through joint efforts between academic and vocational teachers. The practices are further grouped by the basic skill emphasized (mathematics, communication, problem-solving, science). Each technique provides the following information: technique/practice, vocational area(s), special populations served, target audience, brief description of the practice by the teacher, and contact for additional information. The primer concludes with an index of the basic skill techniques and joint effort initiatives. Strategies are indexed by the basic skill emphasized, by vocational service area, and by special population. (YLB)

ED 288 957
CE 047 971

Sechler, Judith A.; Crowe, Michael R.
Roadsigns from Research. BASICS: Bridging Vocational and Academic Skills.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 73p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 969-978.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300AD--$14.95; complete BASICS set, SP300--$198.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Education; *Basic Skills; Business; Cognitive Style; Dropout Prevention; *Dropouts; *Educational Research; Employer Attitudes; Faculty Development; Industry; Inservice Teacher Education; *Integrated Activities; Integrated Curriculum; Secondary Education; *Teaching Styles; *Vocational Education; Vocational Education Teachers

This document responds to the need for integration of basic skills into vocational education by providing a summary of research findings, implications, and practical suggestions for teachers. The six sections and four complementary posters are intended as tools for staff development of teachers engaged in teaching basic skills. Sections can also be used separately as informational handouts for individual or group instruction at a workshop and mailouts to motivate participation in professional growth activities. Each section is organized by the kinds of questions that teachers have about students' difficulties with basic skills and teachers' difficulty in addressing these problems. Sections 1-3 discuss dropouts--an assessment of the problem as it relates to basic skill deficiencies; the impact of personal, family, and school factors on dropout-prone youth; and what happens to dropouts. Section 4 clarifies the business and industry perspective on the importance of a work force competent in basic skills. Section 5 summarizes basic skill problems prevalent among special populations. Section 6 summarizes the implications of both learning and teaching styles for basic skills acquisition. Appendixes provide information on guides and modules that provide assistance to administrators, counselors, and teachers as they promote a joint effort to strengthen basic skills. (YLB)

ED 288 968
CE 047 982

The Employer's Choice: Resource Manual. Connections. School and Work Transitions.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 135p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100BA01--$25.50; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; Classroom Techniques; *Education Work Relationship; Employer Attitudes; *Employment Potential; *Instructional Materials; *Job Search Methods; *Job Skills; Secondary Education; Teaching Methods; Transparencies

This Resource Manual is one of the four components of "The Employer's Choice," a research-based, multimedia set of instructional materials to prepare students for job market success. ("The Employer's Choice" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This resource manual contains an instructor's guide that provides strategies for implementing "The Employer's Choice" materials and a set of black line masters for all consumable student materials. The instructor's guide describes the three components of "The Employer's Choice": "Priorities That Count," "The Job Search," and "On the Job." Information is provided on the purpose, outcomes, benefits, users, background, focus, components, use, preparation, distribution, outline, and teacher role for each of the modules. Suggestions for teaching each of the modules also are provided. Student handouts and worksheets are included for duplication/distribution and teacher use. (KC)

ED 289 006
CE 049 004

Wzorek, Carol
Small Projects Design and Management. Training Manual for Volunteers and Counterparts. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-50.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Jan 87
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Community Development; Community Planning; Decision Making; Decision Making Skills; Developing Nations; Economic Development; Learning Modules; Lesson Plans; Postsecondary Education; *Problem Solving; *Program Development; Program Evaluation; Teaching Methods; Volunteers; *Volunteer Training; Workshops
IDENTIFIERS- *Peace Corps

The 2.5-day workshop described in this manual was designed to meet the growing concern that small projects administered by the Peace Corps were not truly community projects or priorities. To foster more community involvement in the design, implementation, and evaluation of projects, this workshop is geared to the training of Peace Corps volunteers and community members in project development. The workshop is organized in eight sessions that cover the following topics: workshop expectations/group resource identification; characteristics of successful projects; problem analysis as part of project identification; setting project objectives; identifying project resource needs; testing project feasibility; determining project roles and responsibilities; and monitoring and evaluating small community projects. Each session includes a targeted time frame, a rationale, objectives, instructions for trainer preparation, a list of materials needed, participant handouts, procedures for conducting the training session, trainer notes, and closing procedures. Sample forms and worksheets are provided. (KC)

Education; Educational Needs; *Educational Trends; Extension Education; Futures (of Society); Job Training; *Military Personnel; *Military Training; Postsecondary Education; Student Characteristics
IDENTIFIERS- *Army

The United State Army has an education/training strategy that provides the conceptual framework for planning, programming, budgeting, and conducting and/or overseeing all education and training necessary to accomplish its military needs and to care for the human needs of soldiers and their family members. This strategy includes education and training for deployed, contingency, and reenforcing forces; training and education support programs to sustain individual and collective job performance; voluntary self-development for soldiers and adult family members; and schools for Army dependents. This paper reviews the entire spectrum of education and training in the Army and then concentrates on the general education element as adult and continuing education within the U.S. Army. The paper also contains a discussion of challenges and issues facing the broad spectrum of Army education and concludes with some expected trends and developments in education and training as the Army approaches the next century. Statistics on how many and what types of personnel are enrolled in various types of educational programs are included in this report. A 48-item bibliography is also included. (KC)

ED 289 022
CE 049 175

Anderson, Clinton L.
Bachelor Degrees for Soldiers (BDFS) System.
PUB DATE- 5 May 87
NOTE- 10p.; Paper presented at the Annual National Conference on Nontraditional and Interdisciplinary Programs (5th, Virginia Beach, VA, May 5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; *Distance Education; Extension Education; *External Degree Programs; Higher Education; *Military Personnel; *Military Training; Networks; Program Descriptions
IDENTIFIERS- *Army; *Bachelor Degrees for Soldiers

Bachelor Degrees for Soldiers (BDFS) is a system of voluntary, off-duty bachelor degree programs for Army noncommissioned officers and warrant officers. Bachelor degree programs within the BDFS system are designed to relate directly to the military occupational specialty of soldiers. In operation since October 1986, the program grew out of the Servicemembers Opportunity Colleges, which offer associate degree programs. The BDFS system includes the following features: colleges limit required academic residency to 25 percent or less of the total degree program; educational plans are drawn up for each student; BDFS institutions award credit for nontraditional learning; BDFS institutions agree to guaranteed transferability of credit among colleges and universities in the network; the student-soldier can complete degree requirements after completion of military service; courses are scheduled to facilitate the soldier's completion of a sequence; and the colleges in the network publicize their programs to military personnel and their families. Currently, there are eight BDFS networks with more than 840 network units (one college offering one curriculum at one approved installation) operating around the world. Educational institutions are nominated for BDFS institutional membership by local U.S. Army Education Services officers. The BDFS system is expected to be expanded and refined in the future. (Technical information and lists of member institutions are provided in this report.) (KC)

ED 289 035
CE 049 202

Industrial Education. Vocational Education Program Courses Standards.
Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jul 87
NOTE- 992p.; For related documents, see CE 049 198 and CE 049 200.
LANGUAGE- English
EDRS Price - MF07/PC40 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Course Content; *Educational Objectives; Performance; Postsecondary Education; Secondary Education; State Curriculum Guides; *State Standards; *Trade and Industrial Education
IDENTIFIERS- *Florida

This document contains the Florida program course standards for 151 courses in industrial education. For each course, the following information is provided: program title, effective date of standards, code number, whether secondary or postsecondary, credits, educational level, certification coverage, major concepts/content, laboratory activities, special notes, and intended outcomes. Intended outcomes are further subdivided by subobjectives that outline what students who complete a program must know and/or be able to do. The standards cover the total spectrum of industrial courses, from aeronautical technology and air conditioning to theater technology and welding. (KC)

ED 289 077
CE 049 313

Douthitt, Frieda
Effective Placement Programs for Vocational and Technical Students.
Ohio State Council on Vocational Education, Westerville.
PUB DATE- 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Job Development; *Job Placement; Postsecondary Education; *Program Effectiveness; Secondary Education; State Surveys; *Student Placement; *Success; Vocational Aptitude; *Vocational Education; Vocational Evaluation

This report presents findings of a study of effective placement programs, both secondary and postsecondary, which identified elements that contribute to program success. The analysis begins with a look at who operates the placement services, what their backgrounds are, and their similarities and differences in terms of philosophies, opinions, and practices. Discussion includes the role of teachers and other members of the placement team, not including placement personnel, and a comparison of the priority that different schools give to placement. Various strategies are described for accomplishing the basic components of placement: assessing the local employment market and students' job aptitudes, preemployment learning activities, job placement, follow up, and job development. Special efforts for groups such as dropouts, adults, and handicapped students are reviewed. Subsequent sections of the study focus on impediments to effective placement and some rewards of the placement job as seen through the eyes of those who accomplish it. Findings are summarized in a set of conclusions. The report concludes with recommendations for future directions and practices in the field of vocational-technical placement. (YLB)

ED 289 091
CG 020 357

Sigal, Janet; And Others
Sexual Harassment on Three College Campuses.
PUB DATE- 29 Aug 87
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *College Students; *Dating (Social); Higher Education; Interpersonal Relationship; *Sex Differences; *Sexual Harassment; *Victims of Crime

Previous research on sexual harassment on college campuses identified a third category of respondent in addition to victims and harassers. These victim-harassers were individuals who both harassed others and who had been harassed themselves. Undergraduates (N=692) from three colleges completed questionnaires about their experience as victims and aggressors in campus sexual harassment. The results revealed that about one-fifth of the total sample had been victims, one-fifth had been harassers, one-fifth had been victim-harassers, and two-fifths had had no victimization experience. Most victims were females, most harassers were males, and victim-harassers were about evenly divided as to gender. Possible interpretations of the victim-harasser phenomenon include modeling, retaliation, identification with the aggressor, and misperception of one's own victimization experience as a way of rationalizing harassment of others. Differences among victimization rates on the three campuses are discussed. (Author/NB)

ED 289 119
CG 020 385

Helping Schools Prevent Drug and Alcohol Abuse.
New Jersey State Dept. of Education, Trenton.
PUB DATE- Jun 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Drinking; *Drug Abuse; Elementary Secondary Education; *Prevention; *Public Schools; *School Districts; School Role; *State Aid
IDENTIFIERS- New Jersey; *Substance Abuse

This report describes the efforts of the New Jersey State Department of Education to assist local school districts in a comprehensive approach to combat drug and alcohol abuse in the schools. The introduction examines the drug and alcohol problems of students in New Jersey and discusses the State Board of Education's recent adoption of the first "Drug and Alcohol Abuse Prevention and Intervention Plan" and of the drug and alcohol administrative code. A section on what schools should do to prevent and reduce substance abuse describes four key elements of a comprehensive substance abuse program that need to be included in school district planning and implementation activities. The next section describes state support for local district substance abuse program development. The Drug-Free Schools and Communities Act is explained; competitive grant programs in the areas of chemical health curriculum development, substance abuse coordination, and model elementary school intervention are discussed; the Family Court System County Pilot Project is described; and the proposed revision and requirements of a teacher certification test are outlined. The final section of the report lists publications and training resources. (NB)

ED 289 329
EC 201 290

Guide to Services for the Handicapped.
Virginia Association of Independent Special Education Facilities.; Virginia State Dept. of Education, Richmond. Proprietary School Service.
PUB DATE- Mar 86
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Day Programs; *Disabilities; *Educational Facilities; *Private Schools; Residential Schools; Special Education; *Special Schools
IDENTIFIERS- Virginia

This guide lists facilities that have been issued certificates by the Virginia Board of Education to serve handicapped individuals. The 56 facilities listed include both day programs and residential programs and include services to all age groups from birth through adulthood. Each listing includes facility name and address, administrator and contact person, telephone number, type of facility, handicaps served, numbers and ages of students served, conditions excluded, details of services offered and rates charged, approved sources of funding, licenses/approvals, and associations and affiliations. A list of the members of the Virginia Association of Independent Special Education Facilities is also contained in the guide. (JDD)

ED 289 063
CE 049 292

Tutor Support Systems 1986-87.
Greater Pittsburgh Literacy Council, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
Div. of Adult Basic Education.
PUB DATE- 28 Aug 87
NOTE- 33p.
CONTRACT- 99-7006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Programs; Comparative Analysis; Consultation Programs; Inservice Education; *Literacy Education; Mentors; Peer Counseling; Resource Materials; *Social Support Groups; Teaching Methods; *Tutorial Programs; *Tutors; *Volunteer Training; Workshops
IDENTIFIERS- 310 Project

The Greater Pittsburgh Literacy Council tested four systems that could be used to provide supportive services to a minimum of 100 volunteer literacy tutors. The following four support systems were developed: a program providing for telephone consultation by a reading specialist, informal meetings of volunteer tutors, workshop class reunions, and a tutor mentoring program. The informal local gatherings of tutors proved to be the best method of providing tutors with an opportunity for continued contact and support. The method was found to allow a great deal of flexibility in that the tutors were able to choose the times, locations, and frequency of their meetings. Because the tutors could share the responsibilities in making arrangements for the meetings, the staff coordinator did not need to attend each meeting. The workshop reunions were the second most effective of the support systems tested. They were advantageous because they offered an opportunity to bring together volunteers who first met at their preservice training and thus helped the tutors develop a special sense of community. The telephone consultations with volunteer reading specialists did not work out as well as had been hoped and thus were rated third among the four methods tested. It was concluded, however, that, given certain guidelines, the method can be an effective way of providing supportive services to volunteer tutors. The mentoring strategy was poorly received by those participating in the test, perhaps because the tutors in the program preferred more solitary activities. (MN)

ED 289 150
CG 020 417

Beckham, Jean C.; And Others
Fear of Flying in Airplanes: Effects of Minimal Therapist Guided Stress Inoculation Training.
PUB DATE- Aug 87
NOTE- 29p.; Paper presented at the Annual Convention of the American Psychological Associatioan (95th, New York, NY August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Air Transportation; Anxiety; *Coping; *Fear; *Outcomes of Treatment; Program Effectiveness; *Stress Management
IDENTIFIERS- *Phobia Treatment; *Stress Inoculation

Flight phobia is an area which has received little controlled investigation, even though between 10 and 20 percent of flight passengers report a fear of flying in airplanes. A study was conducted to examine the efectiveness of a minimal therapist guided form of stress inoculation training (SIT) for flight phobia. Flight phobic volunteers (N=28) were randomly assigned to either a treatment group or a delayed treatment control group. Treatment subjects were given a manual incorporating SIT procedures and content and were telephoned by the experimenter five times to check on their progress in the manual. Treatment effectiveness was assessed through self-reported fear, participation in a one-hour flight, in-flight measures of pulse rate and subjective anxiety, and participation in flights during a 2 month follow-up. The results revealed that treatment subjects who completed the manual reported less fear and anxiety and participated in the posttreatment flight more frequently than did control subjects. Treatment subjects reported using significantly more coping strategies during the flight and reported their strategies as significantly more effective in reducing their anxiety and fear than did controls. At a 2 month follow-up, treatment subjects significantly increased their flight behavior compared to pretreatment levels and compared to controls. (Author/NB)

ED 289 164
CS 210 840

Matthiessen, Christian
Notes on the Organization of the Environment of a Text Generation Grammar. ISI Reprint Series.
University of Southern California, Marina del Rey. Information Sciences Inst.
SPONS. AGENCY- Air Force Office of Scientific Research, Washington, D.C.
REPORT NO.- ISI/RS-87-177
PUB DATE- Apr 87
NOTE- 42p.; Reprinted from G. Kempen, Ed. Natural Language Generation: Recent Advances in Artificial Intelligence, Psychology, and Linguistics. Boston/Dordrecht: Kluwer Academic Publishers, 1987. Paper presented at the International Workshop on Text Generation (3rd, Nijmegen, The Netherlands, August 19-23, 1986).
CONTRACT- F49620-84-C-0100
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; Cognitive Psychology; Computer Uses in Education; Discourse Analysis; *English; *Grammar; Language Patterns; *Language Processing; Language Research; Linguistics; *Linguistic Theory; Models; Psycholinguistics; Semantics; Syntax; Vocabulary
IDENTIFIERS- *Functional Linguistics; *Natural Language Processing

Taking the lexicogrammatical resources (i.e. the vocabulary and syntax) of English as a starting point, this report explores the demands those resources put on the design of the part of a text generation system that supports the process of lexicogrammatical expression. The first section of the report notes that a reason for using the lexicogrammar to infer the organization of other parts of the system is that more is known about lexicogrammar than about the organization of other parts, because of accounts by functional linguists. The second section discusses the interface between grammar and environment (the knowledge base and discourse model) and focuses on its organization. Functional decomposition of grammar and environment is investigated in the third section, which includes a discussion of metafunctions in the grammar (experiential, logical, interpersonal, and textual). The fourth section deals with the knowledge base of a text generator, and includes discussion of how semantic types and grammatical classes are related and how phenomena are classified. Additional topics in this section are: (1) the (logical) sequential organization of supercomplex phenomena; (2) the (experiential) configurational kind of organization of configurations; (3) correlations between taxonomies in the knowledge base; and (4) metaphor. The discourse model and its components (theme, conjunction, and determination) is examined in the fifth section, while the sixth section presents specific examples and summary. Notes and references conclude the report. (SKC)

ED 289 177
CS 210 875

Furner, Beatrice A.
Connecting: A Theoretical Basis for Creative Self-Expression and Communication.
PUB DATE- 22 Nov 87
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Cognitive Structures; Creative Thinking; Educational Theories; Elementary Secondary Education; Experience; Imagination; Learning Processes; Learning Theories; *Models; *Schemata (Cognition); Symbolism; Teacher Attitudes; Theory Practice Relationship; Visualization
IDENTIFIERS- Symbolic Representation; Symbolic Thinking

Focusing on the role of language in learning, this paper discusses schemata and symbolic thinking that help students learn from unfamiliar experiences. The first part of the paper introduces the idea of symbolic thinking by comparing students encountering new ideas with convention-goers making their way around a new city. The section suggests that the convention-goers can do this because they relate unfamiliar experiences to things that are already held in the mind symbolically and adjust old ideas on the basis of new information. The next part of the paper discusses language use in school, and contrasts Transmission teachers, those who see themselves as experts imparting a fixed body of knowledge, with Interpretation teachers, those who acknowledge and work with the ideas with which students come to school. The third part of the paper offers a communication model of language for learning, which encompasses individual capacities for language, language functions, communication modes, and audiences, while the fourth section suggests ways in which the model may be used to facilitate students' self-expressive uses of language. (Four references, a diagram of teaching styles, a diagram of the communication model, and a form for mapping current curricula are included.) (JC)

ED 289 208
CS 505 832

McDermott, Steven T.
Persuasion: A Selected, Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Advertising; Annotated Bibliographies; Attitude Change; Communication Research; Elementary Secondary Education; Higher Education; *Interpersonal Communication; *Mass Media Effects; *Persuasive Discourse; *Public Speaking; Research Methodology; Rhetoric; Speech Communication; Television Research; Theory Practice Relationship

Designed to reflect the diversity of approaches to persuasion, this annotated bibliography cites materials selected for their contribution to that diversity as well as for being relatively current and/or especially significant representatives of particular approaches. The bibliography starts with a list of 17 general textbooks on approaches to persuasion. The 19 research references that follow were selected to represent the variety of approaches used and contexts investigated for persuasive effects, including interpersonal studies, public studies, and mass contexts. (SKC)

ED 289 281
EC 201 242

Case, Elizabeth J.; Johnson, Barbara J.
P.L. 94-142 C-Level Aide Program, 1985-1986 Evaluation Report.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Aug 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Individualized Instruction; Paraprofessional School Personnel; *Program Effectiveness; Program Evaluation; *Teacher Aides
IDENTIFIERS- New Mexico (Albuquerque)

The effectiveness of using 75 aides in special education classrooms in Albuquerque, New Mexico, was evaluated in terms of impact on students, classrooms, and staff. Interviews, record reviews, and survey research were used to collect data. Findings revealed that aides were perceived as having a positive impact on the children through more individualized instruction, as well as emotional and academic support. Program and teacher impact included greater planning and preparation time and emotional support for teachers. In addition, administrators and teachers felt that the aides increased program effectiveness and positively affected staff morale and interaction. There was a need for clarification of aides' roles with mainstreamed students. Staff voiced a need for inservice on better using the aides, improving communication between teachers and aides, and helping the aides work with students with various types of handicaps. (CL)

ED 289 049
CE 049 230

Clapp, Patricia
Part-Time Teaching As Career Development.
PUB DATE- May 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; *Education Work Relationship; Foreign Countries; Higher Education; *Motivation Techniques; *Part Time Faculty; *Program Content; Program Development; Relevance (Education); School Business Relationship; *Staff Development; Transfer of Training
IDENTIFIERS- *Canada

In continuing education and college programs throughout Canada, the vast majority of teaching is done by part-time adjunct appointees, most of whom have other work that occupies a major portion of their work lives. Another simultaneously developing trend is that of the increasing efforts by a variety of organizations to encourage workers to assume primary responsibility for their career growth. The Faculty of Continuing Education at the University of Calgary has an ongoing program of studies in management development that relies heavily on part-time instructors recruited from the community at large. The time pressures on these instructors (because they usually have a full-time job in addition to their teaching responsibilities), their lack of ongoing physical contact with other faculty and staff, and the fact that their area of expertise is a technical field rather than pedagogy are all serious constraints that have had to be addressed in designing a staff development program for part-time instructors. One strategy that has been successful in the university's staff development program has been to stress the fact that teaching is career development and that many of the skills needed by teachers (and addressed in the staff development program)--including planning, communicating, scheduling activities, creating an effective climate, relating things to units in a larger system, supervising and motivating others, and evaluating performance--are indeed transferable to many management situations. The use of a collaborative approach to training development and solicitation of outside expertise are two other features of the university's staff development program for part-time instructors. (MN)

ED 289 092
CG 020 358

Estcourt, Caroline; And Others
Chronic Absentee Committee Report at Centennial High School.
Centennial School District, Gresham, OR.
PUB DATE- 86
NOTE- 29p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Attendance; High Schools; *High School Students; Profiles; School Holding Power; Student Problems; *Truancy

Most high schools face the problem of the chronically absent student. In the fall of 1985, the Centennial Effective Schools Committee in Gresham, Oregon established a subcommittee to examine chronic absenteeism among its student body. The committee interviewed 50 students with a history of poor attendance and developed a profile of the typical high school student with serious attendance problems. The committee also examined available research on the subject of attendance, finding that low achievement correlated with chronic absenteeism. The committee then selected two goals for improving attendance among chronically absent students: to reduce chronic absenteeism without increasing the dropout rate, and to assist students through direct intervention to accept the relationship between attendance and achievement in school. This report contains the prescriptions adopted by the committee to meet these goals, a profile of students with chronic attendance problems, a set of chronic absentee narratives, and the chronic absentee survey questions along with responses from the 50 chronically absent students interviewed. (NB)

ED 289 105
CG 020 371

Crosbie-Burnett, Margaret
Impact of Joint versus Maternal Legal Custody, Sex and Age of Adolescent, and Family Structure Complexity on Adolescents in Remarried Families.
PUB DATE- Aug 87
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Adolescents; Age Differences; *Child Custody; Divorce; *Family Relationship; *Family Structure; *Parent Child Relationship; Sex Differences; *Stepfamily
IDENTIFIERS- *Joint Custody

No published research has investigated the impact of joint custody on the adjustment of children of divorce who become stepchildren. This research examined the differential effects of joint versus maternal custody, structural complexity (presence or absence of stepfather's children from a prior marriage), and sex and age of adolescent on adolescent outcomes in stepfamilies. The volunteer sample consisted of wives, husbands, and oldest or only adolescents in 84 white, middle-class stepfather families. Each family member independently completed a questionnaire in the family's home.

Findings revealed that adolescents in joint custody and simple stepfamilies reported more happiness and more inclusion than did those in joint custody and complex stepfamilies. Joint custody families with older adolescents and with boys reported the most role ambiguity (disagreement about the stepfather's role in the family). Structural complexity affected loyalty conflicts only for younger adolescents, who reported less loyalty conflicts in complex stepfamilies. Boys were reported to have greater well-being than girls regardless of custody arrangement. (Implications for theory and policy are discussed.) (Author)

ED 289 135
CG 020 402

Gilbert, Lucia Albino
What Makes Dual-Career Marriages Tick?
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 87
NOTE- 22p.
AVAILABLE FROM- Hogg Foundation for Mental Health, Publications Division, P.O. Box 7998, Austin, TX 78713-7998.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Coping; *Dual Career Family; *Family Relationship; *Family Structure; *Males; *Marital Satisfaction; Role Conflict; Social Support Groups; *Spouses; Stress Variables

A dual-career family is a family in which both spouses are committed to occupational work and to a family life together and support each other's desires to combine roles that traditionally were viewed as incompatible. Male socialization in the areas of entitlement, dependency, and nurturance can cause problems for men in dual-career marriages. In addition to sharing power and status with women, men in dual-career families need to revise their sense of self. Benefits for men in dual-career marriages include freedom from the burden of total economic responsibility for the family and a chance to be more involved with their children. Stressors common in dual-career marriages include deciding whether, when, and how to parent; combining work and family; and job placement and occupational mobility. A successful dual-career marriage depends on many factors, most notably the spouses' willingness to integrate career and family despite societal pressures to conform to sex-typed roles. Personal, family, and societal resources are needed to achieve this integration. Spouses in dual-career families need to talk about their conflicts, seek out community resources, and recognize that change is rarely easy. To make a dual-career family work, spouses must understand the issues involved and work through their problems with flexibility, compassion, and patience. (NB)

ED 289 191
CS 505 813

Morris, Betty Zane
State Humanities Councils and Communication Arts Programs.
PUB DATE- 6 Nov 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Financial Support; *Grants; *Grantsmanship; Higher Education; Humanities; Humanities Instruction; Interdisciplinary Approach; Professional Development; Research Opportunities; Research Projects; Scholarship; *Speech Communication; Surveys
IDENTIFIERS- *State Humanities Councils

A study investigated humanities grants activity in the discipline of speech communication. Specifically examined were (1) whether state councils differed substantially in types of programs offered, guidelines, or procedures; (2) the percentages of programs, project directors, and sponsors within the field of communication (such as rhetoric, public address, literature, and theater programs); (3) outstanding examples of funded projects that fall specifically within the communication field; and (4) other issues that should be addressed for communication professors in the United States. Directors of various state and regional humanities councils furnished information for analysis by means of direct inquiry or published essays. Results indicated that the similarities of state programs were greater than the differences. Results also indicated that a limited number of communication scholars are involved in programs sponsored by humanities councils. Specific projects funded in the communication field were difficult to identify, but projects that used activities and concepts taught in communication departments were mentioned. Some issues of interest to all communication scholars were those related to the formulation of ideas and the writing of successful proposals for the humanities, including careful examination of proposed budgets, presentation of specific detailed descriptions, and emphasis of humanities content. (Eleven references are attached.) (NKA)

ED 289 225
EA 019 704

Downey, L. W.; Ingram, E. J.
The Alberta Academy for Educational Leadership. Report of an Appraisal.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 87
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Attitudes; Administrator Role; Administrators; Foreign Countries; Governance; *Instructional Leadership; *Leadership Training; *Management Development; Principals; Professional Continuing Education; *Program Effectiveness; *Program Evaluation
IDENTIFIERS- *Alberta; Collegiality

The Alberta Academy for Educational Leadership was created by a number of education-related organizations in response to provincial governmental pressure. To evaluate the program, at the end of a 3-year exploratory period, data were obtained from onsite observations, meetings with three sets of graduates, selected school staffs and colleagues, and with participant and interested observers. Additionally, questionnaires sent to 273 graduates were responded to by 195 (74 percent); and questionnaires sent to 92 superintendents were responded to by 83 (90 percent). A summary of a review and synthesis of the current literature on leadership and leadership development is presented. More than 75 percent of the responding participants indicate they have considered returning to the Academy for another program, and 95 percent would recommend the experience to a colleague. An 80 percent positive rating in terms of the applicability of knowledge acquired was given, and on a five-point scale rating, the culture of the Academy as an environment for professional growth, the mean rating was 4.7. The superintendents' views of the Academy are generally positive. Alternative futures for the Academy were explored at a meeting with the six stakeholder groups by giving them a summary of the appraisal data with an overview of seven alternative scenarios. The report concludes with a summary, speculations, and recommendations. (MLF)

ED 289 238
EA 019 759

Sacken, Donal M.
Multiple Dimensions of School Law Courses.
PUB DATE- Nov 87
NOTE- 57p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Course Content; Course Objectives; Course Organization; Curriculum Enrichment; Higher Education; *Law Related Education; *Legal Education (Professions); Postsecondary Education as a Field of Study; *Professional Education; *School Law; Teacher Educators; Teaching Methods

This paper offers some reflections on reconstructing the role of school law instruction in colleges of education, and specifically in administrator preparation programs. Three aspects of a school law course are discussed as they relate to the typical path of educational administrators' academic preparation. The "translational dimension" of school law refers to the original function of school law courses, which is simply to instruct educators in the legal concepts necessary to discharge their duties, so that they will not violate the law from ignorance. Typical school law courses involve an exposition of important case law to show the variability of legal outcomes, on the assumption that educators will better serve professionally if they comprehend the basic nature and application of legal principles and the adjudicative process. This approach, however, is seen as insufficient because it looks at law in isolation from other types of knowledge about educational organizations. An integrative approach which views legal decisions prismatically from the perspective of scholarship in several different disciplines is, therefore, recommended. For example, insights from sociological analysis and management theory could be brought to bear on legal issues such as school desegregation, teacher dismissal, collective bargaining, and teacher student relations. The third aspect of school law courses is the foundational aspect, which addresses the historical precedence and development of legal decisions in education. Another foundational perspective that can be highlighted in school law is the ethical foundation--the relationship between school law and justice or morality, and the moral ramifications of schooling and school management. The ultimate measure of a school law course, however, is its contribution to the overall intellectual training of school administrators. (TE)

ED 289 251
EA 019 794

Bluhm, Harry P.
Administrative Uses of Computers in the Schools.
REPORT NO.- ISBN-0-13-008467-0
PUB DATE- 87
NOTE- 310p.
AVAILABLE FROM- Publication Sales, Prentice-Hall, Inc., 200 Old Tappan Road, Old Tappan, NJ 07675 ($28.00, plus postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Administrator Responsibility; Administrator Role; Computer Assisted Instruction; Computer Assisted Testing; Computer Managed Instruction; Computer Oriented Programs; *Computers; Computer Software; *Computer Uses in Education; *Educational Administration; Educational Technology; Elementary Secondary Education; Evaluation Criteria; Information Technology; Man Machine Systems; *Microcomputers; Program Development; Programing; Programing Languages

This book, intended for school administrators, provides a comprehensive account of how computer information systems can enable administrators at both middle and top management levels to manage the educational enterprise. It can be used as a textbook in an educational administration course emphasizing computer technology in education, an introduction to the nature and scope of administrative computing, and a resource book for school officials. Part One introduces the reader to the purpose and benefits of a computer information system, computer competencies for administrators, and the stages and types of growth a computer system undergoes before it attains maturity. Part Two discusses how the computer can be a management tool for instructional applications such as computer-managed instruction and computer-assisted testing, and for instructional support applications in the administrative office such as business operations, grade reporting, attendance accounting, scheduling, and standardized test scoring. Part Three addresses software issues and choices confronting school officials regarding instructional and instructional support computer applications. Major issues discussed include software evaluation and selection, user training, costs, piracy, and the security of data files. The merits of general purpose, task-specific, and integrated software applications are examined. Part Four outlines the role of district or school computer policy in managing the computer resource. Policy analysis is applied to such issues as computer acquisition, maintenance, location, and networking. Appended are a glossary of computer terminology, references, support resources, and an index. (TE)

ED 289 265
EC 200 785

Shimabukuro, Sandra; Lai, Morris
Evaluation of the Honolulu District Instructional Assistance Component for School Year 1984-85. Final Report.
Hawaii Univ., Honolulu. Curriculum Research and Development Group.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu.
PUB DATE- Oct 85
NOTE- 94p.; For a related document, see EC 200 784. Some pages contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Classroom Environment; Classroom Research; Elementary Education; Group Dynamics; Individual Instruction; Individualized Instruction; Inservice Teacher Education; *Instructional Materials; *Learning Disabilities; Mainstreaming; *Special Education; Special Education Teachers; Teacher Aides; Teacher Attitudes; *Teacher Responsibility; *Teacher Student Relationship

An evaluation of the Honolulu (Hawaii) District Instructional Assistance and Assessment Component involved the assignment of part-time teachers to six specific learning disabilities classrooms in elementary schools to work with the special education teacher in instructional and mainstreaming activities. Five other classrooms were used as comparisons. Classroom observations found that one-to-one instruction occurred more frequently in project schools. Parents saw one-to-one instruction as desirable and credited such close attention as the reason their child enjoyed and/or preferred the special class. Mainstreaming could prove difficult if children expect individual attention in regular classrooms. Some parents were concerned about the movement of their child between classes and missing work in the regular classroom. Group interaction between teacher and students or among students themselves was infrequently observed, limiting the richness of shared experiences. Seatwork was a common activity, perhaps a consequence of the individualized education program. Metropolitan Achievement Tests (MAT) were administered to both project and comparison school students. Students in comparison schools scored higher on both the pretest and posttest in all batteries (Reading, Mathematics, Language, and Basic Total) than students in project schools, but project school students showed greater gains between tests. Recommendations are given for implementation during the expanded second year of the project. (Author/VW)

ED 289 298
EC 201 259

Miller, Ronald C.; And Others
E.C.I.A. Chapter 1, Part B. Institutionalized Facilities Program, 1985-86. Final Evaluation Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jun 87
NOTE- 34p.; For a prior report, see EC 250 435.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; *Child Neglect; *Daily Living Skills; *Delinquency; Elementary Secondary Education; Individualized Instruction; Institutionalized Persons; *Prevocational Education; *Program Effectiveness; Residential Programs

The report presents evaluation findings of a program designed to provide supplementary education in prevocational and/or daily living skills to children and adolescents in institutions for the neglected and delinquent. Analysis of student achievement data indicated that 96.9% of the students mastered 80% of their short term objectives. A primary strength of the program was its ability to individualize instruction by setting instructional objectives according to the academic ability and length of residency of the student. The bulk of instruction centered on basic pre-vocational and supplementary career education, with a small amount of instruction in daily living skills. Teachers identified the program's short- and long-range practicality as its major strength. (CL)

ED 289 314
EC 201 275

Vanderheiden, Gregg C.
Curbcuts and Computers: Providing Access to Computers and Information Systems for Disabled Individuals.
Wisconsin Univ., Madison. Trace Center.
PUB DATE- 12 Sep 83
NOTE- 8p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. Excerpted from Keynote speech presented at Computers for the Disabled sponsored by the Office of Continuing Education, University of Wisconsin-Stout, Closing the Gap at the Indiana Governor's Conference on the Handicapped (October 13, 1983). For related documents, see EC 201 271-280.
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($1.10).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Communication Aids (for Disabled); *Computers; Computer Software; *Disabilities; Futures (of Society); *Information Processing; Input Output Devices; Normalization (Handicapped)

Computers have the potential of creating new barriers and widening the gap between disabled and able-bodied people, because computers are extending the capabilities of non-handicapped individuals at a greater rate than for the handicapped. Access to standard computers and standard software must be provided to handicapped individuals by either modifying the software, which is prohibitively expensive, or by providing transparent access via a keyboard emulator or tactile and voice devices. The analogy of building sidewalks and not including curbcuts is used to describe the situation of advancing technology failing to include access points for the handicapped. (JDD)

ED 289 330
EC 201 291

Winter, Gwen W.
Identifying Children in Grades 1-3 Who Are Gifted and Talented in Visual and Performing Arts Using Performance Rated Criterion.
PUB DATE- Feb 87
NOTE- 131p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; Criterion Referenced Tests; *Evaluation Methods; *Gifted; Primary Education; Screening Tests; State Legislation; *Talent; *Talent Identification; *Theater Arts; *Visual Arts
IDENTIFIERS- South Carolina

The state of South Carolina enacted the Educational Improvement Act of 1984 which mandated the identification of young students gifted in the visual and performing arts. This practicum sought to effectively identify South Carolina children in grades 1-3 who were gifted and talented in art, music, drama, and dance. The program used an interdisciplinary approach with an array of criterion-based procedures, such as written forms, student interviews, and student auditions, that were considered to be economically feasible, socially viable, practicable, and consistent with the legal mandate. The screening and evaluation process involved a nomination phase, an evaluation by art specialists who were on the school staff, and a rating by a panel of expert judges. The practicum identified 21 of 158 children (13%) as being gifted/talented, and achieved 98% agreement between art specialists' ratings and the experts' ratings. (Author/JDD)

ED 288 969
CE 047 983

Lankard, Bettina A.; Miguel, Richard J.
The Employer's Choice: Priorities that Count. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 48p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100BB01--$4.00; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Education; *Dismissal (Personnel); Education Work Relationship; *Employer Attitudes; Employment Interviews; *Employment Potential; *Employment Practices; *Employment Problems; Job Applicants; Job Performance; Job Search Methods; *Job Skills; Personnel Evaluation; Personnel Policy; Postsecondary Education; Secondary Education; Work Attitudes

This instructional packet, designed to help students as they prepare for the job search, is the first component of "The Employer's Choice," a research-based, multimedia set of instructional materials designed to prepare students for job market success. ("The Employer's Choice" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This instructional package uses data from employer questionnaires to illustrate how employers are influenced to hire and retain workers. Through selected activities, students are led to develop a realistic view of employer standards and to make plans for acquiring the skills employers want. There are seven chapters organized in three sections in this package. Each chapter contains an objective, overview, reference to worksheets, and information sheets illustrated with line drawings. The three sections cover the following topics: (1) What counts toward getting hired? (2) What leads to getting fired? and (3) How can you meet employers' standards? (KC)

ED 288 981
CE 047 995

Lankard, Bettina A.
Practice Ethical Behavior. Work Skills: Work Maturity Skills Competency 4.0. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 35p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030

AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB10--$15.00; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Behavior Standards; Career Choice; Career Education; Competency Based Education; Confidentiality; Conflict Resolution; Education Work Relationship; Employee Responsibility; Employment Potential; *Ethics; Individualized Instruction; Integrity; Job Skills; Learning Modules; Secondary Education; Skill Development; *Vocational Adjustment; *Vocational Maturity; Work Attitudes

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: exercising integrity and good judgment (maintaining confidentiality and loyalty and demonstrating honesty), respecting property (caring for the building and for the equipment and furniture), and following company rules (following company policies and procedures and negotiating to resolve conflicts). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

ED 288 993
CE 048 479

The Future of Work. Curriculum Development Project. Final Report.
Center for New Work of Flint, MI.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.

PUB DATE- Aug 87
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Change; *Career Education; *Curriculum Development; Demand Occupations; Dislocated Workers; Educational Radio; Emerging Occupations; Entrepreneurship; *Futures (of Society); *Labor Market; Multimedia Instruction; *Occupational Mobility; Postsecondary Education; Secondary Education; Technological Advancement; Videotape Recordings; Workshops
IDENTIFIERS- *Center for New Work of Flint MI; Michigan (Flint)

The Future of Work project grew out of an essay of the same title by Frithjof Bergmann, a philosophy professor at the University of Michigan. In spring 1983, Professor Bergmann and a colleague, Richard Gull, founded the Center for New Work of Flint in Michigan, where the problems besieging the U.S. auto industry were focusing attention on the changes in the U.S. labor market that would likely occur in the future. A videotape series on the future of work was begun in fall 1983, and in 1984 a series of workshops was developed to examine new forms of part-time entrepreneurship and alternative ways of organizing work. These lectures were given locally, statewide, nationally, and internationally. The Center for New Work of Flint sponsored a biweekly radio series entitled "New Work" that featured discussions of diverse aspects of work by labor leaders, workers, politicians, educators, academicians, and others. Some 40 programs have been produced. In addition, the Center successfully piloted a curriculum entitled "The Future of Work" during the 1986-1987 school year in the Flint Public Schools. The curriculum plan featured print learning modules, videotapes, and teacher inservice programs. Plans have been developed to improve the programs and disseminate them to a wider audience during the 1987-88 academic year. (MN)

ED 289 007
CE 049 012

Waddy, Janice M.
Action Plan for ESL Teachers.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- [84]
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Behavioral Objectives; *Classroom Techniques; *English (Second Language); Inservice Teacher Education; Learning Activities; Postsecondary Education; Program Development; *Second Language Instruction; Student Evaluation; Student Placement; *Teaching Methods

This guide is intended to assist adult educators whose job it is to teach English as a second language (ESL) to adult learners. The first several sections discuss the characteristics of students likely to be enrolled in ESL classes; the qualities that a teacher needs to be able to relate successfully to adult ESL students; and procedures for teachers to use in assessing their own attitudes, strengths, and weaknesses. The following aspects of beginning a program are examined next: initial planning, publicity, registration, assessment, student placement, steps in formulating objectives, instructional materials, evaluation of instructional methods, postassessment, and final formulation of class goals and student objectives. Three levels of program objectives are provided along with tips on planning lessons and charts to aid in placing students correctly. A sample outline for a unit on housing and its components is included. Presented next are agendas and session outlines for monthly (September through March) inservice session on teaching an ESL class for adults. Topics covered in the sessions include how language is learned, problems encountered when starting an ESL program, attendance problems and remedies, reading instruction, the block teaching method, writing instruction, and effective learning activities. (MN)

ED 289 036
CE 049 203

Goldberg, Joseph P.; Moye, William T.
The First Hundred Years of the Bureau of Labor Statistics. Bulletin 2235.
Bureau of Labor Statistics (DOL), Washington, D.C.
REPORT NO.- ISBN-0-935043-01-2
PUB DATE- Sep 85
NOTE- 342p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Historical Materials (060) Books (010)
DESCRIPTORS- *Agency Role; Background; Economic Change; Economic Climate; *Employment Statistics; History; *Labor Market; Organizational Development; Organizational Effectiveness; Organizational Objectives; *Program Administration; *Public Agencies; Public Policy; *Statistical Data
IDENTIFIERS- *Bureau of Labor Statistics

This book describes various aspects of the historical development of the Bureau of Labor Statistics (BLS). The first chapter, entitled "Origins," sketches the factors leading up to authorization of the BLS in June 1884. A chapter entitled "Carroll Wright: Setting the Course" discusses the views and contributions of the BLS's first commissioner. The next chapter covers the studies for economic and social reform that were undertaken during the administration of the bureau's second commissioner, Charles Neill. The BLS's history during the pre-World War I recession and war years, when Royal Meeker headed the bureau, are examined next. The fifth chapter is devoted to Ethelbert Stewart's term as commissioner of the BLS, which lasted from 1920 to 1932. The BLS's efforts to meet the emergency demands imposed on it first by the Great Depression and then by the New Deal agencies that were created to deal with the Depression are discussed against the framework of Isador Lubin's term as BLS commissioner. Ewan Clague's term as BLS commissioner (from 1946 to 1965) is discussed in terms of the expanding role that economic indicators began to play in the BLS. The eighth chapter summarizes the limited terms of the next three BLS commissioners, Arthur M. Ross, Geoffrey H. Moore, and Julian Shiskin, as well as the term of Janet L. Norwood, who was well into her second term as commissioner when the book was published. A brief discussion of the BLS's continuing mission, an appendix describing BLS publications, source notes for each chapter, and an index conclude the book. (MN)

ED 289 078
CE 049 315

Brown, Harold H.
Statistical Process Control. Impact and Opportunities for Ohio.
Ohio State Council on Vocational Education, Westerville.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Manufacturing; *Participative Decision Making; *Productivity; *Quality Control; Role of Education; *Statistical Analysis; *Vocational Education
IDENTIFIERS- *Statistical Process Control

The first purpose of this study is to help the reader become aware of the evolution of Statistical Process Control (SPC) as it is being implemented and used in industry today. This is approached through the presentation of a brief historical account of SPC, from its inception through the technological miracle that has occurred in Japan. The concept of control charts and related statistical methods is presented in sufficient detail to provide the reader with a basic understanding of the techniques used in SPC and to provide a frame of reference for discussing and drawing conclusions regarding training in SPC. The second purpose is to equip the reader with an understanding of the impact of SPC on quality and productivity. In this regard, the study explores the capacity of vocational-technical education in Ohio to respond to industry and provide the needed services in SPC. SPC initiatives at the state level are discussed, and a number of SPC initiatives around the nation are described to serve as exemplary models for Ohio to draw upon in solving its own needs for improving qualtiy and productivity. (YLB)

ED 289 120
CG 020 386

Frankel, Arthur; Snyder, Mel L.
Egotism among the Depressed: When Self-Protection Becomes Self-Handicapping.
PUB DATE- 1 Sep 87

NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; *Attribution Theory; College Students; *Depression (Psychology); *Egocentrism; Failure; *Helplessness; Higher Education; *Motivation; Psychological Patterns; *Self Esteem

The reluctance of depressed people to try hard may result not from their low expectancy for success, as Learned Helplessness Theory suggests, but rather from egotistic motivation to preserve whatever self-esteem they still have. Two studies were conducted using a paradigm which permitted a direct comparison of Learned Helplessness Theory and Egotism Theory as explanations for the motivational deficit associated with the performance of depressed subjects in an achievement situation. The purported difficulty of a task was manipulated to examine whether relatively depressed persons persisted less as the task grew more difficult, as Learned Helplessness Theory must argue, or whether they persisted more, as Egotism Theory predicts. The results showed that relatively depressed college students persisted longer in their attempts to solve a puzzle when it was described beforehand as extremely difficult compared to when it was purported to be moderately difficult. Subjects also were more likely to blame their lack of success, especially in the moderate difficulty condition, on too little and too much effort, as well as on their being anxious and worried, relative to their less depressed counterparts. These findings provide evidence that depressed persons engage in egotistic behavior when their self-esteem is threatened by potential failure. (Author/NB)

ED 289 209
CS 505 833

Feezel, Jerry D.; Gray, Pamela L.
Communication in the Elementary Grades: A Selected, Annotated Basic Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; Communication Research; *Communication Skills; Core Curriculum; *Course Objectives; *Course Organization; Elementary Education; *Interpersonal Communication; *Language Acquisition; Language Arts; Parent Role; Public Speaking; School Role; Speech Communication; *Speech Instruction

Sources in this annotated bibliography are intended to assist cooperative efforts by teachers, district language arts supervisors, communication consultants, reading specialists, parents, principals, teacher educators, and state education office personnel in their efforts at furthering the speech and language growth of elementary school students. The 41 annotations are divided into two main categories: resources to increase adult understanding and resources for ideas to use with children. Both categories in the bibliography identify sources that can be understood and used by lay people interested in the communication development of children. (SKC)

ED 289 282
EC 201 243

Case, Elizabeth J.; Bearman-Bucher, Isabel
P.L. 94-142 Instructional Travel Program, 1985-86 Evaluation Report.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE- Nov 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Elementary Secondary Education; *Field Trips; Individualized Education Programs; *Program Effectiveness; *Severe Disabilities; Teacher Attitudes; *Transportation
IDENTIFIERS- New Mexico (Albuquerque)

The study investigated the effectiveness of providing instructional travel monies (e.g., field trips) to severely handicapped students in the Albuquerque (New Mexico) Public Schools. Interviews, record reviews, and survey research were undertaken to evaluate the impact of the program on students and on the instructional program. Fifty-two field trips were conducted, primarily for purposes of reward or reinforcement, connections with specific goals on students' individualized education programs (IEPs), and as culminating activities for particular study units. Principals, special education administrators, and special education teachers surveyed reported the activities had positive impacts on IEPs, on students' social development, and on instruction. More than 85% of those surveyed agreed or strongly agreed that the program should continue to receive P.L. 94-142 (the Education for All Handicapped Children Act) funds. (CL)

ED 289 064
CE 049 293

Molek, Carol
Tools of the Trade. A Self Directed Job Search Program. Final Report.
Tuscarora Intermediate Unit #11, McVeytown, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE- 26 Jun 87
NOTE- 52p.
CONTRACT- 98-7024
AVAILABLE FROM- Advance, PDE Resource Center, Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17126-0333.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Programs; *Career Education; *Independent Study; *Job Search Methods; Program Effectiveness; Program Implementation; Resumes (Personal); *Workshops
IDENTIFIERS- 310 Project; *Self Directed Search

The Tools of the Trade project was undertaken to offer comprehensive job search assistance to adult basic education students in the form of career awareness workshops. The workshops covered the following topics: completing job applications, writing resumes, filling out skill cards, interviewing for a job, analyzing the job market, following up on job leads, networking, and making direct contact with employers. The project was highly successful, serving well over the planned number of clients (42 individuals served as opposed to the initial goal of 25 clients). Of the persons who completed the program, 43 percent (18 persons) are now employed, 7 percent (3 individuals) have entered other training, and 19 percent (8 clients) have met other personal objectives. Another nine project participants (21 percent) were still actively engaged in job-hunting activities at the end of the project. The project's success is especially noteworthy since the community in which the project was undertaken, Mifflin County, Pennsylvania, is a somewhat rural area in which unemployment is still a serious problem. This project report contains many of the materials used during the workshops, including materials dealing with employer expectations, job objectives, skills identification, paper skills (pocket resumes, applications, skill cards, letter-writing guidelines, and resumes), phone contacts, interviewing, and follow up. A 90-item bibliography concludes the document. (MN)

ED 289 151

CG 020 418

Earle, Walter B.
"Boundary Expansion" and Social Influence as Alternative Modes of Control.
PUB DATE- Aug 87
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Communication Research; *Generalization; Higher Education; *Individual Power; *Interpersonal Communication; Interpersonal Competence; *Persuasive Discourse; Self Concept
IDENTIFIERS- *Boundary Expansion (Psychology)

The psychological effects of perceived lack of control have been extensively investigated. This study was conducted to examine a compensatory control strategy called boundary expansion. Boundary expansion is exhibited in social interactions where control needs are directed toward influencing others' views on a particular subject. Boundary expansion consists of attempts to shift the discussion from an examination of particulars to generalizations about the larger implications of the topic in question. Pairs of subjects (N=36) discussed a topic under conditions which were either favorable or unfavorable to the exercise of social influence. It was hypothesized that, when social influence outcomes posed a threat to subjects' sense of control, they would seek to restore control by expanding the boundaries of the topic being discussed. Measures of subjects' self-perceived influence outcomes (success versus failure) and their attributions for those outcomes jointly predicted their use of boundary expansion. This finding supports an hydraulic model of control processes in social influence, which specifies that inability to exert active control leads to adoption of subjectively-based control strategies. Boundary expansion appears to be a salient control strategy in the realm of social influence. (Author/NB)

ED 289 178
CS 210 87

Mitchell, Felicia
Bridging the Communication Gap between Teacher and Student: Composing Assignments in the Content Areas.
PUB DATE- 20 Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; *Classroom Communication; Communication Problems; Content Analysis; *Content Area Writing; Higher Education; Reading Writing Relationship; Research Papers (Students); *Teacher Response; Teacher Role; Teacher Student Relationship; Theory Practice Relationship; Writing Difficulties; *Writing Instruction; Writing Research
IDENTIFIERS- *Writing Assignments

Research has suggested that students have difficulty completing content area writing assignments if the teacher's written instructions are not clear. Students' written work is more likely to be of higher quality if teachers specify the assignment's audience and purpose and offer prewriting instruction. Controversy exists over how explicit the instructions should be--whether they should contain an outline of the writing process, or whether this should be implicit in the assignment--but there is some consensus that instructors should balance open-endedness with strategic directions or cues in the instructions. A study of instructors' writing assignments at the University of Texas at Austin revealed that instructors did offer the most crucial rhetorical cues, as well as other related ones, in their writing assignments. A content analysis of the writing assignments of 35 faculty members showed that two rhetorical dimensions, topic and specific task, appeared most frequently. Almost all of the 130 assignments contained topics, and those that did not were elaborated upon in class. Less popular were references to style, organization, purpose, and audience. Two thirds, however, contained imprecise language and mixed messages. Teachers must remember that student experiences grow out of instructions, and evaluation of the final written product is a response to the connection between an assignment and the product. (Thirty references are included.) (JC)

ED 289 299
EC 201 260

Waht Is an Appropriate Education for a Gifted Student? and What Is an Appropriate Education for a Gifted Student: An Overview and Suggestions.

North Carolina Association for the Gifted and Talented, Winston-Salem.
PUB DATE- 86
NOTE- 30p.
AVAILABLE FROM- North Carolina Association for the Gifted/Talented, 1756 Stonewood Dr., Winston-Salem, NC 27103 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum; Elementary Secondary Education; *Financial Support; *Gifted; *Program Development; State Standards; *Talent
IDENTIFIERS- North Carolina

The manual addresses elements needed to provide an appropriate education for gifted students in North Carolina. Eleven components are considered: administrative support and responsibility (program design, utilization of resources); definition and identification (screening); assessment of student needs (group and individual needs); written plans (statements of philosophy and goals, procedures); program options (grouping options and individual options); curriculum (content, process, learning environment); teachers (appropriate training, good interpersonal relations); support services (media specialist, school counselor); funding (categorical funds, staff development, local funds); community awareness and parent involvement; and program evaluation (formative and summative). Factors beyond the control of local school systems which affect program quality, such as adequate personnel preparation, are also discussed. An additional factsheet provides brief answers to such questions as: Why do gifted students need an appropriate education: What was the Task Force on Appropriate Services for Gifted Students? How was the concept, "an appropriate education;" defined? What "elements" were identified as being essential to programs providing an appropriate education for gifted students? What can local school systems do to make best use of the report? (CL)

ED 289 315
EC 201 276

Vanderheiden, Gregg C.; Brandenburg, S.
Toy Modification Note: Build It Yourself Battery Interrupter. Revised.
Wisconsin Univ., Madison. Trace Center.
PUB DATE- 86
NOTE- 22p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For related documents, see EC 201 271-280.
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($3.10).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Construction (Process); *Electric Batteries; Illustrations; *Physical Disabilities; Resources; Skill Development; Teaching Methods; *Toys

This toy modification note presents illustrated instructions on how to build a battery interrupter that permits on/off control of battery-operated toys without modification of the toys themselves. The device allows for a separate control switch which can be custom designed to fit a handicapped user's needs. Information on the construction and use of three types of battery interrupters is provided: Type 1 for regular cylindrical batteries (AA, C, and D cells), Type 2 for 9-volt batteries, and Type 3 for use with cassette tape recorders and other devices having a "remote" jack. Also included in the volume are a description of the electrical principles involved in the interrupter's operation, skill development activities for learning to use a switch, and sources of information on adapted toys and toy modifications. (JDD)

ED 288 958
CE 047 972

Pritz, Sandra G.; Crowe, Michael R.
Instructional Materials Development. BASICS: Bridging Vocational and Academic Skills.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 112p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 969-978.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300DA--$13.95; complete BASICS set, SP300--$198.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Education; *Basic Skills; *Competency Based Education; Individualized Instruction; *Integrated Activities; Integrated Curriculum; Lesson Plans; *Material Development; Needs Assessment; *Problem Solving; Quality Control; Secondary Education; *Vocational Education

This document suggests a systematic approach to the development of appropriate applied basic skills instructional materials. It is part of BASICS, a set of integrated materials developed to assist teachers, counselors, and administrators in bridging vocational and academic skills. Section 1 discusses the prerequisites to development of materials. The series of steps includes conduct needs assessment; determine job; conduct job analysis; identify tasks for instruction; conduct task analysis; cross-correlate occupational tasks with academic skills needed; determine type of instructional system; determine need to develop, adapt, update, or supplement materials; and specify the development task. Three types of curriculum material are presented as options for development from the preparatory work: competency-based individualized instruction, applied learning in a problem-solving mode, and lesson plans for traditional instruction. The three succeeding sections describe the characteristics of each type of material, the rationale for use, and guidelines for development. A sample of each type of curriculum is included. Management of the development process is discussed with reference to monitoring progress and controlling for quality. Appendixes include a checklist for evaluating materials for sex equity, an introduction to the structure of a competency-based module, a competency-based module incorporating basic skills, a student activity in a problem-solving mode, and a quality control checklist. (YLB)

ED 289 023
CE 049 177

Arnold, Rick; And Others
A New Weave: Popular Education in Canada and Central America.
CUSO Development Education, Ottawa (Ontario).; Ontario Inst. for Studies in Education, Toronto.
PUB DATE- 85
NOTE- 109p.; Photographs may not reproduce clearly.
AVAILABLE FROM- CUSO Development Education, 135 Rideau St., Ottawa, Ontario K1N 9K7, Canada ($5.00; 3-9 copies, $4.00 each; 10 or more copies, $3.00 each; add 20% postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Adults; Community Centers; *Community Education; Community Resources; *Comparative Education; Cross Cultural Studies; Developing Nations; *Disadvantaged; Educational History; Extension Education; Foreign Countries; Networks; *Nonformal Education; Program Development; Program Implementation
IDENTIFIERS- Canada; *Central America; *Popular Education

Written from the perspective of the Central American experience of education for fundamental social change, this booklet provides ideas and guidelines for developing popular education, a learning process based on the concept that education can serve the interests of the poor and that the people themselves can define the content and context of their education programs. Following an introduction and glossary for popular educators, a section entitled "The Fabric of Our Lives" examines the historical development of popular education in both Canada and Central America and introduces the reader to the work of the Alforja network of popular education centers. The bulk of the book is the section entitled "Some New Designs." The adaptation of four new ideas or designs from the Central American experience for use in Canada is described, including sample workshops, tools for program evaluation and analysis, and creative program designs. The final section, "Making Connections," focuses on networking among popular educators. The appendix provides further information about the kinds of activities organized by the member centers of the Alforja network. A bibliography lists additional resources. Numerous balck and white photographs, cartoons and other graphics illustrate the booklet. (KC)

ED 289 079
CE 049 318

Botterbusch, Karl F.
Vocational Assessment and Evaluation Systems: A Comparison.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-78-X
PUB DATE- 87
NOTE- 187p.; For previous edition, see ED 273 803.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Comparative Analysis; Occupational Information; Postsecondary Education; *Program Descriptions; Secondary Education; *Test Reviews; *Test Selection; *Vocational Evaluation; Vocational Rehabilitation

This publication provides detailed information on widely available commercial vocational evaluation and assessment systems. An introduction considers two separate models for system selection--initial development of an evaluation unit and expansion of an existing unit. The Vocational Evaluation System Outline is described. A table compares 21 vocational evaluation systems. Descriptions of these assessment and vocational systems follow. Each description includes development, organization, physical aspects, vocational evaluation process, administration, scoring and norms, observation of clients, reporting, utility, training in the system, technical considerations, reviewer's summary and comments, address, cost, and references. Systems are Apticom, Career Evaluation System, Key Educational Vocational Assessment System, McCarron-Dial Evaluation System, Microcomputer Evaluation and Screening Assessment, Microcomputer Evaluation of Career Areas, Micro-TOWER, Philadelphia Jewish Employment and Vocational Service Work Sample System, Prep Work Samples, Pre-Vocational Readiness Battery, Skills Assessment Module, System for Assessment and Group Evaluation, Talent Assessment Program, TOWER System, Valpar Component Work Sample Series, Vocational Evaluation System by Singer, Vocational Information and Evaluation Work Samples, Vocational Interest Temperament and Aptitude System, Wide Range Employability Sample Test, Work Skills Development Package, and World of Work Inventory. (YLB)

ED 289 093
CG 020 359

Gerdes, Eugenia Proctor; Husted, Victoria L.
Sex Bias in Evaluations: Effects of Ambiguity, Job Sex-Type, and Rater Gender.
PUB DATE- Apr 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ambiguity; College Students; *Employment Qualifications; Higher Education; *Job Applicants; *Nontraditional Occupations; *Personnel Selection; *Professional Occupations; *Sex Bias; Sex Differences

Although partially caused by sex differences in aspirations and qualifications, the underrepresentation of women in professional and managerial positions also reflects the persistence of sex discrimination at the entry level. Discrimination against women applying for traditionally male jobs seems to increase with ambiguity about the fit between the applicant qualifications and job requirements. To examine this issue, 60 male and 60 female college students evaluated a male or female applicant for the position of Residence Life Director, which was described as a masculine, feminine, or neutral sex-typed job. Ambiguity of the evaluation task was varied by amount of job-relevant information in the applicant's resume. The results revealed that applicants received better evaluations when ambiguity was low; ambiguity did not interact with other factors. Male applicants were evaluated more favorably for the masculine job than for the neutral job, but female applicants were evaluated more favorably for the neutral than for the feminine job. Same-sex favoritism was shown in salary recommendations, especially for male subjects. These findings suggest that job applicants should present as much job-relevant information as possible. (Author/NB)

ED 289 106
CG 020 372

Branch, Leonard E.; Lichtenberg, James W.
Self-Efficacy and Career Choice.
PUB DATE- Aug 87
NOTE- 32p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Career Choice; *College Students; Higher Education; *Nontraditional Occupations; Self Esteem; *Sex Differences; Vocational Interests
IDENTIFIERS- *Self Efficacy

This study focused on the career choice dynamics of college students by examining sex differences in self-efficacy toward occupations that were perceived by the subjects as traditionally male- or female-oriented. The usefulness of self-efficacy as a predictor of career choice and the relationships between careers considered, efficacy beliefs about career, self-esteem, and academic ability were also examined. Male and female undergraduates (N=115) enrolled in career exploration classes completed two self-efficacy questionnaires, the careers considered questionnaire, the Perceived Traditionality Questionnaire, the Rosenberg Self-Esteem Scale, and the Strong-Campbell Interest Inventory. American College Testing scores were used to measure academic ability. Traditionality of a career was found to be a moderator variable in career choice for women but not for men. Efficacy beliefs were found to be significant predictors of career considered. Mathematical ability was positively correlated with efficacy beliefs for traditionally male careers and inversely correlated with efficacy beliefs for traditionally female careers. (Author/NB)

ED 289 136
CG 020 403

Transition to Secondary Schooling: A Monograph of Ideas for Principals and Teachers.
Alberta Dept. of Education, Edmonton. Student Programs and Evaluation Div.
PUB DATE- Aug 87
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescent Development; Adolescents; *Class Activities; Foreign Countries; High Risk Students; Secondary Education; *Secondary School Students; *Student Adjustment; Teacher Role; *Transitional Programs
IDENTIFIERS- Canada

This document was developed to provide principals and teachers with an understanding of the concept and process of student transition to secondary school and to suggest creative ways which teachers have found that will enable educators to facilitate students' transition into and through some of the early secondary grades. The monograph is organized into three parts. The introduction outlines the purpose of the handbook. The second part introduces the concept and process of transition and includes two figures which summarize the significant aspects of transition. The third and most extensive part deals with facilitating transition. It focuses on three areas: (1) school environment from elementary to secondary grades; (2) developmental changes in students during early and middle adolescence; and (3) meeting individual differences and serving at-risk students. Specific ideas and suggestions are provided to ease transition for all students and to maximize opportunities for students to make the best use of their school time. Teaching strategies are presented for the early adolescent period in the areas of social/emotional, physical, and intellectual and creative growth. The appendices contain a series of checklists for principals and teachers, a glossary of terms, and a selected

annotated bibliography. (NB)

ED 289 165
CS 210 841

Matthiessen, Christian; Kasper, Robert

Representational Issues in Systemic Functional Grammar and Systemic Grammar and Functional Unification Grammar. ISI Reprint Series.

University of Southern California, Marina del Rey. Information Sciences Inst.

SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.; Air Force Office of Scientific Research, Washington, D.C.; National Science Foundation, Washington, D.C.

REPORT NO.- ISI/RS-87-179

PUB DATE- May 87

NOTE- 83p.; Reprint from Proceedings of the International Systemic Workshop (12th, Ann Arbor, MI, August 21-24, 1985).

CONTRACT- F49620-79-C-0100; IST-8408726; MDA903-81-C-0335

GRANT- INST-8408726

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; Cognitive Psychology; *Computational Linguistics; Computer Uses in Education; Discourse Analysis; English; Language Patterns; *Language Processing; Language Research; Linguistics; *Linguistic Theory; Psycholinguistics; Semantics; Syntax

IDENTIFIERS- Functional Linguistics; Functional Unification Grammar; Halliday (M A K); Metalinguistics; Natural Language Processing; Systemic Grammar

Consisting of two separate papers, "Representational Issues in Systemic Functional Grammar," by Christian Matthiessen and "Systemic Grammar and Functional Unification Grammar," by Robert Kasper, this document deals with systemic aspects of natural language processing and linguistic theory and with computational applications of M. A. K. Halliday's systemic functional grammar. The first paper is concerned with representation as it is defined by linguistics--how to represent language metalinguistically, or how to talk about talk. Topics covered in the paper include: (1) the lag between theory and representation; (2) dimensions of structure (including a sample grammar and discussion of the structuring, insert, expand, conflate, and preselect operators); (3) modes of meaning and modes of structure, a characterization of representational problems of constituency, prosody, pulse, and interdependency; (4) modes of meaning and modes of choice; and (5) possible solutions. The paper also contains an appendix on representational conventions and a bibliography. The second paper looks closely into how systemic functional grammar can be represented using the framework of functional unification grammar (FUG). Included are descriptions of: the ingredients of FUG (unification, paths, patterns, disjunctions, and their representations); technical details of the representation of systemic grammar in FUG; differences between FUG and systemic grammer; extensions to FUG motivated by systemic functional grammar; solutions to problems in systemic notation (such as discontinuous constituents and feature propagation); and features of a grammatical analysis computer program. References are included. (SKC)

ED 289 192
CS 505 814

Gentile, John S.
The Performer as Writer.

PUB DATE- 16 Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acting; Audiences; *Authors; *Characterization; Creative Writing; *Creativity; Drama; Media Adaptation; Monologs; *Oral Interpretation; Scripts; Theater Arts; Writing Processes
IDENTIFIERS- *Performer Writers; Speaking Writing Relationship

Most performer-writers accept the writing process simply as a means to an end: the shared performance event with a live audience. While writer-performers regard a script as more important than the performance, a solo performance is, however, a showcase of the artist's talent, and creating one's own text offers the performer artistic control. Some performers, such as Hal Holbrook and Emlyn Williams, adapt and reconstruct works by other writers into a new text. Lily Tomlin's collaboration with Jane Wagner recently produced the highly successful "The Search for Signs of Intelligent Life in the Universe." Monologist Ruth Draper performed purely oral performance texts for years (condensing, extending, or altering them according to the needs of a particular audience) before she finally wrote them down late in her lifetime. In such places as Colonial Williamsburg or Disneyland, the employees assume the role of fictional or historical characters, which is another way of combining writing with performing. Although considerable research is conducted for each character, the performers create their own dialogue through improvised interaction with each other and visiting tourists. The dual role of the performer-writer, which sometimes can result in internal conflict, is nonetheless challenging and rewarding. (Notes are attached.) (NKA)

ED 289 226
EA 019 709

Put-In-Bay School District Study. A Report.
Dayton Univ., Ohio. Office of Educational Services.
SPONS. AGENCY- Put-In-Bay School District, OH.
PUB DATE- Jun 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Boards of Education; College School Cooperation; *Community Attitudes; Community Characteristics; *Educational Assessment; *Educational Environment; *Educational Quality; Elementary Secondary Education; Facility Utilization Research; Public Schools; Questionnaires; *School Community Relationship
IDENTIFIERS- Put In Bay Public Schools OH

The Put-In-Bay, Ohio, Board of Education authorized a study to review plans for meeting the educational needs of the students and community. A total of 160 families currently living on the island were mailed a survey, but only 65 surveys were returned. A much higher rate of return had been expected because of apparent dissatisfaction with the school, because of the controversy this seemed to have fomented and because of the compactness of the community. The respondents revealed that they see a need to involve more adults in the school and to hire and retain top quality staff. The respondents are aware of the limitations placed on the curriculum by the small size of the school; however, they believe that the system could be better managed. Interviews with 15 members of the school staff resulted in numerous positive comments regarding ideal class size, good relations among staff members, regular reporting to parents, availability of educational materials and equipment, ability to give individual attention to students, and the use of computers in the classroom. Some concerns were voiced in regard to cocurricular activities, need for a parenting program, assistance in developing a drug-alcohol program, planning time, and the need for the planned new gymnasium. Researchers also looked at a sampling of school records and surveyed the school facilities. The report concludes with a set of recommendations. Appendixes contain copies of the board of education member survey (not discussed in the report) and the community survey form. (MLF)

ED 289 331
EC 201 292

Yeckes, Shelley
A Program Designed for Improving Listening Skills while Attending to Directions to Complete Assignments.
PUB DATE- 87
NOTE- 96p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Attention Control; *Attention Deficit Disorders; *Behavior Modification; Grade 2; Intervention; *Learning Disabilities; *Learning Modalities; *Listening Skills; Motivation; Multisensory Learning; Primary Education; Student Behavior; Study Skills; Teaching Methods; Time on Task

Six learning-disabled second-grade resource room students with auditory deficits had poor listening skills that inhibited their attention to directions and their accurate completion of assignments. Using a curriculum which incorporated visual, auditory, and kinesthetic modalities, the practicum project encouraged and motivated the children and involved them in listening drills and activities. The children were also instructed to repeat all directions given by the teacher and to maintain eye contact with the teacher. Several devices were used to measure and evaluate the students' behavior, including attention checklists, sticker charts, rewards, and assignment checklists. Results showed that the students had achieved success in increasing their attention, improving their listening skills, responding to the teacher's questions, accurately completing directed assignments, and accurately completing independent follow-up assignments. (Author/JDD)

ED 288 982
CE 047 996

Lankard, Bettina A.
Communicate Effectively. Work Skills: Work Maturity Skills Competency 5.0. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 43p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB11--$15.00; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Body Language; Career Choice; Career Education; *Communication Skills; Competency Based Education; Education Work Relationship; Employment Potential; Individualized Instruction; Job Skills; Learning Modules; Listening Skills; *Nonverbal Communication; Secondary Education; Skill Development; Verbal Communication; *Vocational Adjustment; *Vocational Maturity; Writing Skills

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: demonstrating spoken communication skills (using proper language and proper speaking techniques and relating information and messages correctly), demonstrating written communication skills (stating information in clearly, concisely, and correctly and conveying accurate and complete information), demonstrating nonverbal communication skills (using body language to improve speaking and listening skills), and demonstrating good listening habits (exhibiting the qualities of a good listener and following verbal instructions). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

ED 289 008
CE 049 050

Barrera, Adriana
ABE-in-Industry Handbook. Travis County Adult Basic Education Co-op Special Project.
Austin Community Coll., Tex.

SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- Oct 86
NOTE- 116p.
GRANT- 33200009
AVAILABLE FROM- Austin Community College ABE-Trends, P.O. Box 2285, Austin, TX 78768 ($3.00; 10 or more: $2.75).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Competency Based Education; *Cooperative Programs; *Corporate Education; Curriculum Development; *Educationally Disadvantaged; Education Work Relationship; Inplant Programs; *Needs Assessment; *Program Development; Program Evaluation; Program Implementation; School Business Relationship

This guide for adult educators provides a general model for establishing and maintaining Adult Basic Education (ABE)-in-Industry programs. The model encompasses eight components, including the industry program and ABE program. The handbook, however, skips the two programs and begins with the industry and ABE agreement component, devoting a chapter to it and to each subsequent component, namely Needs Assessment, Recruit and Train Personnel, Curriculum Modification, Conduct the Cooperative Program, and Evaluate the Cooperative Program. Each chapter presents a brief discussion of pertinent issues as well as the procedures necessary for that component. Examples of forms and materials, which may be used or modified to meet a particular cooperative program's needs, are included in each chapter. Each chapter ends with a checklist of activities crucial to the component just elaborated. A list of references is included. (YLB)

ED 289 037
CE 049 204

The Veterans' Job Training Program. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundredth Congress, First Session (Galesburg, Illinois, Schererville, Indiana).
Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
PUB DATE- 15 Jun 87
NOTE- 129p.; Serial No. 100-18. Portions of document contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Benefits; Educational Legislation;

*Educational Needs; Employment Level; Employment Patterns; *Employment Programs; Federal Legislation; *Job Training; Outcomes of Education; Postsecondary Education; Program Effectiveness; *Program Improvement; *Veterans; *Veterans Education
IDENTIFIERS- Congress 100th

This congressional report contains testimony that was given in reference to proposed amendments to improve the Veterans' Job Training Program. Testimony by representatives of the following agencies, businesses, and organizations is included: the Chicago Veterans Administration Regional Office, the Peoria Vet Center, the Quad Cities Vet Center, J and J Dog Supplies, the Illinois Department of Employment Security, Canton Industrial Corporation, the U.S. Department of Labor, the Veterans Advisory Council of the 17th Congressional District of Illinois, the Vietnam Veterans of America, Felt Industries, the Ford-Alexis Motor Company, Hillcrest Liquor, the American Legion, Helix Hydraulics, the Military Order of the Purple Heart, the Veterans Services Division of the Veterans Administration, and the Indiana State Employment Service. (MN)

ED 289 050
CE 049 232

Parks, Marie A.; And Others
Characteristics of Effective Secondary Vocational Education Programs for Special Populations.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 114p.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; Classroom Environment; Curriculum Development; *Disabilities; *Disadvantaged; Educational Facilities; Financial Support; Limited English Speaking; Nontraditional Occupations; One Parent Family; Program Content; *Program Effectiveness; Program Evaluation; School Community Relationship; Secondary Education; Sex Bias; Sex Stereotypes; *Special Education; *Special Programs; Student Evaluation; Teacher Characteristics; *Vocational Education
IDENTIFIERS- *Special Needs Students

A study examined the characteristics of effective secondary vocational education programs for a variety of special needs populations (disabled, disadvantaged, and limited English proficient individuals; single parents; and persons enrolled in programs to eliminate sex bias and sex stereotyping). The following eight states were studied: California, Colorado, Nebraska, New Hampshire, North Carolina, Ohio, Pennsylvania, and Texas. Data were collected from a review of the literature, site visits to local schools, and a mail questionnaire to state coordinators of secondary vocational education programs for special populations. Encouragement of parental and community involvement, class sizes ranging from 11-15 students, and positive social interactions between special population and nonspecial population students were all associated with program success. Successful programs appeared to have staff members who were willing to experiment, were nonbiased toward special populations, served as positive role models, and had experience in both their subject area and methods of teaching special populations. Most successful programs coordinated sources from multiple funds to maximize their effective use. Preassessment of learning styles and special problems, individual education plans, readiness to modify curricula to meet individual needs, and supportive services all appeared linked to program success. It was concluded that program evaluations should focus on a variety of input, process, and outcome variables and that student evaluation should include assessment of students' skill development and personal growth related to attitudes and behaviors. (MN)

ED 289 121
CG 020 387

Harrison, Tommy R.; Monroe, Nancy L.
Understanding Gifted Adolescents and Meeting Their Cognitive and Emotional Needs through School Counseling.
PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Adolescents; *Counselor Role; Emotional Development; *Gifted; Occupational Aspiration; School Counseling; *School Counselors; School Guidance; Secondary Education; Student Development; *Student Needs

Through the years, gifted adolescents have suffered from a lack of formal guidance from the school counselor. Probably the most common reason for the lack of quality counseling for the gifted student stems from the general yet erroneous belief that the gifted child can take care of himself/herself. Alvino (1981) noted that when counselors do work with gifted students, they place primary emphasis on cognitive development and often overlook the students' emotional needs. To help the gifted adolescent, Walker (1982) advocated group guidance with emphasis on decision making. Williams (1982) depicted the Rogerian client-centered approach as crucial to career-related aptitudes. Simpson and Kaufmann (1981) felt that counselors could help all gifted adolescents develop their full potential in a vocational sense. Hyman and Brody (1984) noted, however, that the counselor is often a poor, ineffectual source of encouragement particularly for the female gifted adolescent seeking vocational guidance. Kerr (1983) wrote that raising the career aspirations of gifted females is most important. Whatever the reason for ineffectual guidance and counseling for the gifted adolescent, not one is defensible. The counselor must help the gifted adolescent acquire essential decision making skills. The gifted student's vocational aspirations and achievements ultimately depend on this. (Author)

ED 289 239
EA 019 763

Mertz, Norma T.; McNeely, Sonja R.
Secondary Schools in Transition: A Study of the Emerging Female Administrator.
PUB DATE- Nov 87
NOTE- 15p.; Paper presented at the Annual Conference of the Southern Regional Council on Educational Administration (Gatlinburg, TN, November 9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Assistant Principals; Data Collection; Equal Opportunities (Jobs); *Females; High Schools; *Principals; Research Needs; School Districts; *Sex Bias
IDENTIFIERS- *Tennessee

Accurately estimating the number of female high school administrators is difficult because (1) comprehensive studies by individual position are nonexistent; (2) most state departments of education do not collect or report such data; (3) limited samples are used in studies; and (4) researchers and reporters tend to aggregate positions. Researchers are divided as to female administrators' progress during the past decade. This situation led to companion studies aiming (1) to determine whether the status of female high school administrators has changed since 1972; and (2) to develop baseline data for monitoring female status in line administrative positions. This paper summarizes study data that addresses the question of women high school principals and assistant principals. The first study examined 44 of the largest U.S. school districts. In the second study, various district types (urban, suburban, medium city, and rural) in Tennessee were examined to see if findings in the largest districts were mirrored in all types of districts in one state. Data were secured for 1972, 1982, and 1986. (The studies will be replicated in 1986.) Results clearly showed gains in status and representation of women high school administrators since 1972, particularly in large city districts. In 1986, women held 23 percent of high school principalships (up from 6 percent in 1972) and 32 percent of assistant principalships (up from 19 percent in 1972). Women are making steady, less spectacular progress in suburban, medium-sized, and rural districts. Included are nine references. (MLH)

ED 289 266
EC 200 787

Pedrini, D. T.; Pedrini, Bonnie C.
Exceptionality.
PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Behavior Change; Clinical Diagnosis; Computer Assisted Instruction; Computer Managed Instruction; *Disabilities; Educational Administration; Educational Diagnosis; Educational Research; Educational Resources; Elementary Secondary Education; Exceptional Persons; *Gifted; Glossaries; Information Sources; Legislation; Prevention; Resource Materials; *Schools of Education; Serials; Special Education; Statistical Data; Teacher Education; *Teaching Methods

The bibliography contains 352 citations (primarily 1969-1987) dealing with exceptionality in children with a focus on special education. An introduction argues that education should focus on the needs of exceptional students, both subaverage and supra-average, asserting that techniques that work for these exceptional students also work for average students, while techniques directed primarily at average students are rarely adequate for the exceptional. Therefore curriculum courses in colleges of education could be more effective and widely applicable if techniques for teaching exceptional students were emphasized. The entries in the bibliography are arranged under the following headings: behavioral change; census; computers, software; cumulative information; curricula, methods, materials; diagnostics, research; glossaries; laws, administration; periodicals; prevention; general information. Included are books, periodicals, directories, government reports and other publications, resource and curriculum guides, glossaries, bibliographies, periodical indexes, information sources and clearinghouses, diagnostic manuals, and legislation. Entries are arranged alphabetically within each category by author, publication title, or source and include publication data, page numbers, and/or addresses as appropriate. Annotations are included for categories on computers, software; cumulative information; glossaries; periodicals; and general information. A few annotations also appear under the methods category. (VW)

ED 288 994
CE 048 493

Baran, Nancy H., Ed.
Your Travel Dollar. Money Management.
Household International, Prospect Heights, IL. Money Management Inst.
PUB DATE- 87
NOTE- 35p.
AVAILABLE FROM- Money Management Institute, Household Financial Services, 2700 Sanders Road, Prospect Heights, IL 60070 ($1.00; 10% discount on orders over $100).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adults; Budgeting; Camping; Consumer Education; *Hotels; *Money Management; *Planning; Problem Solving; *Tourism; *Transportation; *Travel
IDENTIFIERS- Canada; Europe; United States

This illustrated guide was designed to familiarize consumers with planning a vacation trip, whether domestic or abroad. The guide covers setting up a budget; package tours; cruises and charter flights; travel agencies and clubs; and arranging stays in hotels/motels, rental condominiums, bed-and-breakfasts, hostels, campsites, and private residences. The booklet also considers resort timesharing and gives pointers on travel by plane, train, bus and car, as well as by rental car and recreational vehicle. Travel insurance, handling money, packing tips, and handling complaints are additional topics. Finally, a step-by-step guide to traveling abroad is provided. Lists of resources complete the easy-to-read booklet, which was developed by money-management specialists and written in consultation with travel professionals in business and government. (KC)

ED 289 210
CS 505 834

Benoit, William L.
Argumentation Theory. [A Selected Annotated Bibliography].
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
PUB DATE- Oct 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; Attitude Change; Communication Research; Elementary Secondary Education; Higher Education; Interpersonal Communication; *Persuasive Discourse; Rhetoric; *Speech Communication; Teaching Methods; *Theories; *Theory Practice Relationship
IDENTIFIERS- *Argumentation Theory; Perelman (Chaim); *Rhetorical Theory

Materials dealing with aspects of argumentation theory are cited in this annotated bibliography. The 50 citations are organized by topic as follows: (1) argumentation; (2) the nature of argument; (3) traditional perspectives on argument; (4) argument diagrams; (5) Chaim Perelman's theory of rhetoric; (6) the evaluation of argument; (7) argument fields; (8) argument and attitude change; and (9) argument in interaction. (SKC)

ED 289 252
EA 019 795

Maidment, Robert
Conflict! A Conversation about Managing Differences.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-202-8
PUB DATE- 87
NOTE- 57p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091-1598 ($3.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Attitudes; Administrator Guides; *Administrator Responsibility; *Conflict Resolution; Elementary Secondary Education; *Interpersonal Communication; Leadership Styles; Organizational Communication; *Principals

This guidebook uses a question and answer format to recommend ways by which principals can manage 48 "conflict points" that often occur in a school setting. A preface describes conflicts as being natural and pervasive in the secondary school context. Although the principal is regarded as the responsible agent to reduce dissonance, the challenge for principals becomes one of managing differences effectively. Principals should begin by viewing every conflict as an opportunity to improve a relationship or to enhance a service, for conflict is a precursor of productive change. (CJH)

ED 289 283
EC 201 244

Gregg, Noel; Hoy, Cheri
Learning Disabled College Students' Figural Problem Solving Skills.
PUB DATE- [84]
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Creativity; Divergent Thinking; Higher Education; *Learning Disabilities; *Problem Solving; Talent Identification

Performance of 25 learning disabled (LD) and 25 normally achieving college students on the Torrance Test of Creative Thinking (Figural) was compared. Group mean scores were analyzed using a t-test. Group mean Figural Creativity Index Scores were significantly higher for the LD students than the normally achieving students. Subtest score analysis revealed that LD subjects scored significantly higher than the normals in elaboration, resistance to premature closure, and mean bonus points. No significant group differences were found on fluency, originality, and abstractness of title scores. Results indicated the need to include assessments of divergent thinking and creative problem solving in diagnostic assessments of LD college students. (CL)

ED 288 970
CE 047 984

Izzo, Margaretha Vreeburg; Lankard, Bettina A.
The Employer's Choice: On the Job. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 110p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100BB02--$7.25; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Change; Career Education; Case Studies; Dismissal (Personnel); Education Work Relationship; *Employer Attitudes; Employment Interviews; *Employment Potential; Employment Problems; Evaluation; Job Applicants; Job Application; Job Satisfaction; *Job Search Methods; *Job Skills; Personnel Policy; Postsecondary Education; Secondary Education; *Work Attitudes; Work Environment

This instructional packet, designed to help students learn successful ways to find, keep, and leave jobs, is the third component of "The Employer's Choice" a research-based, multimedia set of instructional materials designed to prepare students for job market success. ("The Employer's Choice" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This package uses a series of case studies to present the real-life situations and experiences young people encounter in getting a job, becoming an insider, training at the worksite, and leaving a job. The instructional materials are developed in 16 concepts organized in four sections. For each concept, information, case studies, questions, analysis of case studies, and activities are provided. The sections cover the following topics: (1) getting a job, (2) becoming an insider, (3) learning at the worksite, and (4) leaving a job. Appendixes contain guidelines for completing an application and for interviewing. (KC)

ED 289 107

CG 020 373

Lichtenberg, James W.
A Critique of the Concept of "Contingency Power."
PUB DATE- Aug 87
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Theories; *Counselor Client Relationship; *Power Structure; *Social Control
IDENTIFIERS- *Contingency Power

Most theory and research on power and social influence in counseling and psychotherapy has focused on the power base and power outcome domains of Olson's (1972) framework which viewed power as a generic concept consisting of the three domains of power base, power process, and power outcome. Statistical approaches to the study of power, influence, and dominance have been developed which fall under the heading of sequential analysis. These approaches see counselor and client responses as being both causes of later events and results of earlier ones. Analyzing power and influence in counseling in terms of the relative degrees of contingency among counselor and client responses seems to be a natural approach. An alternative view to that operationalized by usual approaches to sequential analysis proposes that, rather than earlier events pushing later events into existence, later events may draw earlier events into existence. By taking this approach and computing conditional probabilities in the backward direction, the question becomes one of understanding the possible behavioral sequences that all end up at the same place. Power should not be defined in such a way as to include all causal or contingent relations between interactants, regardless of intentions, because if that were the case, then all human interaction would be a matter of power. In examining human interactions, it is important to accept the fact that human relationships, including counseling relationships, are possible apart from power struggles. (NB)

ED 289 152
CG 020 419

Fradkin, Howard R.
AIDS: New Challenge to the Counseling Psychologist in Private Practice.
PUB DATE- Aug 87
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers,

"Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Counseling Techniques; Crisis Intervention; *Homosexuality; *Psychologists; Psychotherapy
IDENTIFIERS- *Counseling Psychology

Counseling psychologists, especially those who work with homosexual men, may find that Acquired Immune Deficiency Syndrome (AIDS) is a major focus of their work. Therapists must be comfortable talking explicitly with these clients about sex, and must be able to help clients talk explicitly about their behavior. Clients often feel ambivalent about being tested for the AIDS antibody. Therapists can help these clients explore for themselves the ramifications of finding out their antibody status and can help clients make their own choice about testing. Counseling psychologists can also provide crisis intervention to persons who have received a positive antibody result. Physicians may refer to a therapist patients who may be either antibody positive or negative, but who are convinced they are going to die of AIDS. Counseling psychologists can also work as consultants to local AIDS task forces, providing education and training through psychoeducational workshops and other programs, and giving direct services to clients. There are numerous opportunities for counseling psychologists in private practice to become involved in AIDS work. Counseling psychologists have a responsibility to become informed and to provide sensitive therapeutic services to the community. (NB)

ED 289 179
CS 210 877

Cole, SuzAnne
Using Required Departmental Grading Profiles.
PUB DATE- Nov 87
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *English Departments; Essays; *Evaluation Criteria; Evaluation Methods; *Evaluation Problems; *Grading; Holistic Evaluation; Two Year Colleges; *Writing Evaluation; *Writing Instruction; Writing Skills
IDENTIFIERS- Houston Community College TX

Facing the problem of a wide discrepancy in grading standards for student essays, the English department at a Texas community college developed a standardized method of grading students' expository and persuasive essays. The department established a committee of 10 full-time instructors whose objective was to standardize grading for all required essays. The committee developed five categories of criteria: (1) content, purpose, thesis, and support for thesis; (2) organization, development, and paragraphs; (3) sentences; (4) word use and tone; and (5) punctuation and mechanics. The categories were refined after a semester to include a "D" grade as well as "A," "B," and "C." Additionally, a sliding scale and a "no grade" option were incorporated. "B" papers were then differentiated from "A" papers as being accurate rather than superior, as worthwhile rather than valuable, and as lacking "rich" content. "C" papers were then defined as sketchy and routine, and "D" or "F" papers showed poor theses and little or irrelevant support. A review of the revised criteria indicates that they need some refinement, as "A's" and "F's" are difficult to assign, but that on the whole they have provided more specific direction for students looking to revise their work, and they have reduced grading time. (JC)

ED 289 300
EC 201 261

Wilkinson, David; Luna, Natalia
Capital Projects, 1985-86: Teach & Reach, Gifted & Talented, BEST.

Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-85-63
PUB DATE- [86]
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; *Compensatory Education; Elementary Secondary Education; *Faculty Development; *Gifted; Instructional Leadership; Mathematics Instruction; Outcomes of Education; *Program Evaluation; *Reading Difficulties; School Districts; *Talent; Teaching Methods
IDENTIFIERS- Texas (Austin)

The Austin Independent School District (Texas) evaluated three district-funded projects for 1985-86: Project Teach and Reach, the Gifted and Talented Program, and Project BEST (Basic Effective Strategies for Teaching). Teach and Reach focuses on compensatory education in reading and mathematics for low achieving black students in grades K-3. The program uses small group and individual instruction and a variety of teaching techniques. The program evaluation found that the majority of administrators and teachers felt that it promoted increased student learning, but the program was expensive. The Gifted and Talented Program operates at both the elementary and secondary levels in language arts, mathematics, and bilingual gifted. Program goals included providing teacher training, updating curricula, piloting the mathematics program, and implementing the gifted bilingual program in at least three schools. The evaluation found that the program's 5-year reorganization plan was on schedule. Project BEST is a 3-year staff development program, with the goals of improving administrative leadership skills and introducing the elements of lesson design, motivation factors, practice theory, and retention theory. The evaluation found that Project BEST facilitated principals' instructional leadership, that the majority of teachers were implementing the project, and that administrators evinced a highly positive attitude toward the project. (JDD)

ED 289 316
EC 201 277

Quick Information Sheets.
Wisconsin Univ., Madison. Trace Center.
PUB DATE- 86
NOTE- 85p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For related documents, see EC 201 271-280.
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Communication Aids (for Disabled); Computer Networks; *Computers; *Disabilities; Educational Opportunities; *Information Sources; Input Output Devices; Publications; Resources; Telecommunications; Toys

This compilation of "Trace Quick Sheets" provides descriptions, prices, and ordering information for products and services that assist with communication, control, and computer access for disabled individuals. Product descriptions or product sources are included for: adaptive toys and toy modifications; head pointers, light pointers, and mouthsticks; keyboard modification programs; keyguards; electronic communication aids; telecommunication devices for the deaf; switches and controls; optical character recognition scanners; portable battery-operated printers; portable typewriters; software resources; speech input systems; speech output computer programs for communication; and speech synthesizers. A general directory of books, pamphlets, catalogs, journals, newsletters, companies, and organizations is provided in the Quick Sheet titled "Additional Resources." Other Quick Sheets focus on: associations/advocacy groups/self-help groups, computer access for the blind and visually impaired, computer assessment/training programs, selected information resources for the deaf, networks/bulletin boards/databases, newsletters and journals, training programs in technology in special education, and a selected bibliography of videotapes on augmentative communication and computer access for the handicapped. (JDD)

ED 289 332
EC 201 293

Tillona, Salvatore
Enhancing Success of Mainstream Elementary Special Education Students by Teaching Social Skills and Monitoring Behavior and Academic Progress.

PUB DATE- Mar 86
NOTE- 101p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Education; *Interpersonal Competence; *Mainstreaming; Peer Teaching; *Social Support Groups; Student Placement; Teacher Attitudes; *Transitional Programs; Tutoring

Five elementary special education students were mainstreamed to a regular classroom for portions of their school day. A support team, consisting of the school psychologist, the principal, and the guidance counselor, was established to monitor their progress and provide assistance with both behavioral and educational problems. Peer tutors were provided to help each mainstreamed student with his/her academic skills, and lessons in social skills were also given. Results showed that the students were successful both socially and academically, and that the social skills lessons carried over to the classroom. Results also showed that the participating teachers had a positive attitude towards the mainstreaming experience. (JDD)

ED 288 959
CE 047 973

Veach, June P.; And Others
Supplemental Instructional Resources. BASICS: Bridging Vocational and Academic Skills.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 50p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 969-978.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300DB--$7.95; complete BASICS set, SP300--$198.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Education; Adult Basic Education; *Basic Skills; Communication Skills; *Content Analysis; *Information Sources; *Instructional Materials; *Integrated Activities; Integrated Curriculum; Mathematics Skills; Secondary Education; *Vocational Education

This guide for teachers identifies sources of basic skills instructional print materials available for use with secondary-level vocational students. It is part of BASICS, a package of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. It has four major chapters. The "Identifying Resources" chapter describes the national, state and regional information systems and networks that are available to assist teachers in identifying and locating instructional materials and resources. The "Analyzing Resources" chapter explains how instructional materials can be analyzed to draw out basic skills content and provides an example of such an analysis. The "Resources" chapter lists 182 student resources appropriate for supplementing basic skills instruction and learning. Each resource provides the title, author(s), and publisher. The chapter has four sections. The first lists 76 mathematics resources, grouped by general mathematics and occupational related mathematics. The second lists 22 communication resources for supplementing reading, writing, speaking, and listening skills. In the other basic skills resources section, 30 resources focus on areas other than mathematics and communication. The adult basic education resources section lists 54 resources developed for adult basic education learners. They are included because of their appeal to older secondary students. The last chapter contains an alphabetical list of 77 publishers and their addresses. (YLB)

ED 289 024
CE 049 178

Arnold, Rick; Burke, Bev

A Popular Education Handbook. An Educational Experience Taken from Central America and Adapted to the Canadian Context.

CUSO Development Education, Ottawa (Ontario).; Ontario Inst. for Studies in Education, Toronto.
PUB DATE- Oct 83
NOTE- 62p.; Some photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Classroom Techniques; *Community Education; Developing Nations; Disadvantaged; Educational Resources; Foreign Countries; *Group Dynamics; Material Development; *Nonformal Education; Postsecondary Education; *Program Development; Slides; Teaching Methods
IDENTIFIERS- Canada; *Central America; *Popular Education

In this booklet two members of a Canadian educational development organization share their experiences during 1983 in trying to adapt the popular education they had experienced in Central America to the Canadian context. The guide is organized in five chapters. Chapter 1 defines popular education and describes its characteristics and the role of the popular educator. Chapter 2 provides three program examples of popular education: a workshop for teachers about popular education in Central America, a workshop on working people in Canada and Central America, and a workshop on popular education for community groups. Techniques for building a popular education program are shared in Chapter 3. They include sculpturing, sociodrama, role play, drawing, and songwriting. Chapter 4 contains exercises to help the group process, such as ice breakers, group building, and relaxation. Finally, Chapter 5 explains how to develop resources--in this case, a slide show--and describes four slide-tape shows produced by Rick Arnold and Bev Burke about Central America. A bibliography completes the guide, which is amply illustrated with black-and-white photographs and drawings. (KC)

ED 289 065
CE 049 294

Molek, Carol
"Ready-Set-ABE" To Ease Students' Transition into ABE Level Level Studies.
Tuscarora Intermediate Unit #11, McVeytown, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE- 27 Jun 87
NOTE- 56p.; For related documents, see CE 049 295-298.
CONTRACT- 98-7023
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Articulation (Education); *Developmental Programs; *Literacy Education; *Transitional Programs; *Tutoring
IDENTIFIERS- 310 Project

The "Ready-Set-ABE" project was initiated to address the special needs of students entering adult basic education (ABE) programs directly from literacy training or others at a low level of ABE performance. The program was designed to provide these students with the tutoring they need to function successfully in mainstream ABE classes by introducing them to the more sophisticated reading, language, and math skills encountered in ABE classes (as opposed to those required for participation in adult literacy programs). A tutor training packet and three exercise workbooks that were geared specifically toward meeting the needs of transitional and low-level ABE students were developed. The tutoring program was used during the 1986-1987 school year with students who were identified as reading on the borderline of or below a fifth-grade reading level. Of the 18 students who participated in the program, 12 gained at least one grade level in their reading abilities. Six students found employment (better employment), five entered other training programs, one received a General Educational Development (GED) diploma, and four successfully completed some GED testing. Only 2 of the 18 students left the program early (1 moved to another area). Examples of parts of the reading, language, and math exercises developed for the program are included in this project report. A 115-item bibliography concludes the document. (MN)

ED 289 094
CG 020 360

Gerdes, Eugenia Proctor; And Others
Race and Sex Discrimination in Hiring: Effects of Subject Sex and Job Status.
PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Employment Level; *Employment Qualifications; Higher Education; *Personnel Selection; *Racial Bias; Racial Discrimination; *Sex Bias; Sex Discrimination; Student Attitudes; *White Students

Research has demonstrated that discrimination against women does not occur for all high status traditionally male job positions; bias seems most likely when ambiguity in the evaluation process requires evaluators to resort to their stereotypes in order to predict performance. The same line of reasoning may apply to blacks or other minority candidates for high status traditionally white male positions. This study investigated the effect of job status on racial discrimination as well as on sex discrimination in the same hiring situation. It also examined whether own-sex favoritism in evaluations would extend to black candidates. White male and female college students (N=64) evaluated job candidates. Candidates and job descriptions varied on whether they were appropriate for high status or low status positions. Candidates also differed in race and gender. This 2x2x2x2 design yielded several three-way interactions. Information about the candidate affected perceptions of the job status and clarity of candidate description, as well as the candidates' qualifications for the job. Subjects tended to prefer their own gender for the high status job but to prefer the same-sexed black person when both jobs were considered. Regardless of job status, subjects were willing to hire the candidates, with the striking exception that male subjects rejected most of the the black female candidates. (Author/NB)

ED 289 137
CG 020 404

Beehr, Terry A.; And Others
Social Supports and Contents of Communications between Supervisors and Subordinates.

PUB DATE- Aug 87
NOTE- 38p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Employee Attitudes; *Employer Employee Relationship; Nurses; *Social Support Groups; *Stress Variables; *Supervisors; *Verbal Communication

Social support in the workplace may take many forms, and the form it takes may be related to the extent to which it buffers the relationship between occupational stressors and individual strains. A study was conducted to examine social support given to subordinates from their supervisors. Nurses (N=225) from seven hospitals completed measures of role stressors, job satisfaction and other outcomes, social supports, and contents of communications with supervisors. The results revealed that positive and negative work-related communications occurred between supervisors and subordinates, that supervisors and subordinates also talked about non-job related events, and that these three types of communications were often combined. Subordinates' perceptions of available support from their supervisors were primarily related to positive job-related or non-job-related communications and only slightly related to negative job-related communications. Traditional measures of perceived social support had main effects on employee strain; contents of communications with supervisors also had these effects. The findings suggest that the buffering effects of social support may depend in part on the content of communications among potentially supportive people. Future research might examine different stressors, strains, and sources of support. (NB)

ED 289 193
CS 505 817

Wilson, John F.
Resources for Public Speaking: A Selected, Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.;
  Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE- Jan 81
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information
  Analysis/State-of-the-Art Materials - ERIC Information Analysis
  Products (071)
DESCRIPTORS- Audience Analysis; Communication (Thought Transfer);
  Higher Education; Listening Skills; *Public Speaking; Rhetoric;
  Speech Communication; Speech Curriculum; Speech Instruction; Theory
  Practice Relationship; Verbal Communication

The 32 sources in this annotated bibliography are compiled for those interested in the available resources concerning theory and practice in public speaking. The bibliography cites only books with comprehensive treatments of the art of public speaking and its background, the majority of the items being textbooks that have gone through at least one edition. (JC)

ED 289 211
CS 505 835

Stacks, Don W.
Nonverbal Communication: Theory, Assessment, and Instruction. A Selected, Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; Classroom Communication; *Communication (Thought Transfer); Communication Research; *Educational Assessment; Elementary Secondary Education; Higher Education; Interpersonal Communication; *Nonverbal Communication; Teacher Student Relationship; Teaching Methods; Textbooks; *Theory Practice Relationship

Designed for elementary, secondary, and college level teachers interested in teaching nonverbal communication, assessing nonverbal skills in the classroom, and incorporating nonverbal units in other courses, the references in this annotated bibliography range from overviews to specifically selected interest areas in nonverbal communication. The 25 citations are organized as follows: (1) 9 books for use as general introductory or overview texts; and (2) 16 articles on specific research studies of nonverbal communication, or on specific applications of nonverbal theory. (JG)

ED 289 227
EA 019 737

Baruch, Steven; Callaway, Rolland
Public Participation in the Process of Curriculum Formation in the Milwaukee Public Schools.
PUB DATE- Apr 86
NOTE- 49p.; Paper prepared for the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Citizen Participation; *Community Involvement; *Curriculum Development; Elementary Secondary Education; Local Issues; Public Schools; *School Community Relationship; *Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI

The role of the public has generally been dismissed as a significant factor influencing the process of curriculum formation in large urban school districts. This paper presents an indepth case study focusing on the role of the public in curriculum formation in one school district over a 21-year period during portions of the tenure of 3 superintendents. From June 1955 to July 1976, each proposal for curriculum change that was made to the Milwaukee, Wisconsin, Board of School Directors was identified as well as the source of the proposal and the results of action taken by a board committee or the total board. For each proposal, verbatim records of committee and full board meetings were perused and all official documents and other written records were studied. On the basis of these data, a basic outline of all curriculum changes was compiled. Individuals knowledgeable of the process of curriculum decision-making were interviewed. This study suggests that those proposing change were heard and, in a number of cases, their proposals were adopted. (MLF)

ED 289 253
EA 019 796

Miller, Harold
An Administrator's Manual for the Use of Microcomputers in the Schools.
REPORT NO.- ISBN-0-13-008558-8-01
PUB DATE- 88
NOTE- 169p.
AVAILABLE FROM- Publication Sales, Prentice-Hall, Inc., 200 Old Tappan Road, Old Tappan, NJ 07675 ($30.67, plus postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; Computer Assisted Instruction; Computer Assisted Testing; Computer Managed Instruction; Computer Oriented Programs; *Computers; Computer Software; *Computer Uses in Education; *Educational Administration; Educational Technology; Elementary Secondary Education; Evaluation Criteria; Information Technology; Man Machine Systems; *Microcomputers; Program Development; Programing; Programing Languages

This book provides school administrators with the basic information they need to understand the potential of the microcomputer as an educational tool in today's schools. It covers the general operating principles for microcomputers, describes the hardware, discusses the principles of programming and the programs available, and introduces computer vocabulary. After an introductory overview, two chapters are devoted to the role of school administrators and the uses they can make of microcomputers in the school offices. Chapter 4 addresses academic and societal uses of microcomputers, while chapter 5 addresses the evaluation of educational software, on the premise that administrators must be involved in the development of instructional programs involving microcomputers. Chapters 6 and 7 explain the basic operating principles of microcomputers in simple, concise terms. Included are a brief explanation of computer language and binary mathematics, a discussion of various input and output devices, and criteria for evaluating and selecting hardware. Four specific machines are compared to illustrate application of these selection criteria. The last section includes reports on representative uses of microcomputers already found in schools across the country. Also included are summaries of the various forms of computer educational literature, some representative conference activities, and assistance available from academic and business institutions. Appended are the following: (1) a list of additional resources for computer users; (2) a discussion of important points for administrators when installing their programs; (3) specific instructions for using prepared programs and an introduction to BASIC; and (4) a short sample of a simple program. (TE)

ED 289 284
EC 201 245

Cremins, Mary Ann
A Rationale for Reexamining Definition, Identification, and Programs for the Gifted-Disabled/Disadvantaged.
PUB DATE- [87]
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Definitions; Elementary Secondary Education; *Gifted Disabled; *Gifted Disadvantaged; Individual Differences; *Program Development; *Talent Identification

Definitions and identification practices are examined in light of special problems facing gifted disabled and gifted disadvantaged students. Research is reviewed on a variety of gifted subgroups, including physical disabilities, diverse cultures and ethnic groups, underachievement, and learning disabilities. Differences in definitions of gifted and talented are pointed out. Problems with current identification approaches are noted, including their neglect of students from various gifted subgroups. The critical connections among definitions, identification, and programs are analyzed, and legal implications are cited. Alternative approaches, including interest-based identification and the use of enrichment activities as part of a screening process are described. It is concluded that the most promising solution for the gifted disadvantaged/disabled is increased emphasis on developing the potential of all students. (CL)

ED 288 995
CE 048 662

Missouri Industrial Technology Education Guide.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 87
NOTE- 320p.
AVAILABLE FROM- Instructional Materials Laboratory, 208 Woodson Way, University of Missouri-Columbia, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Techniques; Ethics; *Industrial Arts; *Industrial Education; Industry; Professional Development; Program Administration; *Program Development; Program Evaluation; Program Guides; *Program Implementation; Records (Forms); Secondary Education; State Standards; *Statewide Planning; Student Evaluation; Student Organizations; Teacher Certification; Teacher Evaluation; *Teacher Improvement; Teacher Responsibility; Teaching Methods; Technical Education; Technological Literacy; Technology
IDENTIFIERS- *Missouri

This guide is intended to serve as Missouri's primary resource for planning, implementing, and evaluating industrial technology/industrial arts education. The following topics are covered: selecting a direction for industrial technology education (ITE) (its underlying philosophy, mission, goals); planning an ITE program (recommended scope and sequence for ITE, recommended courses for ITE, revision or updating of existing programs, steps in starting a new program, procedures for documenting the curriculum); implementing an ITE program (following current trends in ITE, updating existing facilities, planning new facilities, equipping an ITE program, maintaining laboratory equipment, implementing a safety program, informing key constituents); teaching ITE (planning instruction, selecting instructional materials, meeting individual and special needs, providing for equity, incorporating student organization activities, teaching employability skills); organizing and managing an ITE program (gaining access to key resource personnel, using advisory committees, organizing and managing ITE), evaluating ITE (evaluating program, student, and teacher performance); meeting professional responsibilities (ethics, pre- and inservice education, professional involvement); and using resources (the Missouri Industrial Technology Education Standards, the Missouri ITE Guide, recommended competencies for core courses). (MN)

ED 289 009
CE 049 051

Suhanin, William R.
Development of Linkage Models for Cooperative Planning & Service Delivery to Adult Education Handbook.
Austin Community Coll., Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- 87
NOTE- 25p.
GRANT- 77320210
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; *Cooperative Programs; High School Equivalency Programs; *Human Services; *Models; Program Development; Program Implementation; *Public Agencies; *Social Agencies

This guide for administrators provides a model for linking adult basic education (ABE) programs--ABE, general educational development (GED), and English as a second language (ESL)--with a broad range of human service agencies. The linkage model depicts a process that is divided into three phases. Three chapters discuss in detail these phases. Chapter 1 on the decision phase concerns these functions: establish communications, develop agency interest, obtain agency decision, and identify needs. Chapter 2 on implementation addresses agreement development, curriculum development and identification of method of instruction, teacher recruitment and orientation, and program implementation. Chapter 3 on the evaluation phase discusses evaluation of student performance and program administration and provision of feedback to agency administration, ABE coordinator, and teacher. An appendix provides a guide to linkage agencies. (YLB)

ED 289 038
CE 049 207

Schiller, M. Rosita, Ed.; And Others
Collaborative Research in Allied Health. Proceedings of Collaborative Research in Allied Health Symposium, 1986 (Columbus, Ohio, September 18, 1986).
Ohio State Univ., Columbus. School of Allied Medical Professions.
PUB DATE- 86
NOTE- 263p.; For a related document, see CE 049 208.
AVAILABLE FROM- School of Allied Medical Professions, Ohio State University, 1583 Perry Street, Room 106, Columbus, OH 43210 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; Cooperative Planning; Educational Needs; *Educational Research; Educational Strategies; Global Approach; Health Needs; *Health Services; Interdisciplinary Approach; *Medical Research; *Medical Services; Postsecondary Education; Research Design; *Research Methodology; Research Needs; Teaching Methods

The following papers are included: "Collaborative Research: Lessons from the Tower of Babel" (Baldwin); "Establishing a Data Base for Intrainstitutional Research in the Allied Health Professions" (Von Son, Beiley); "Determining Research Needs in a School of Allied Health Professions" (Bottjen et al.); "Surveying Research Interests and Needs of Allied Health Educators" (Ballinger et al.); "Collaborative Research between the Allied Health Professional and Industry" (Lehmann); "The Interdisciplinary Approach to Health Promotion on Campus: Documentation of an Experiment in a Multiethnic Environment" (Tam et al.); "The Impact of an Interdisciplinary Master's Degree Program on Allied Health Professionals' Leadership Abilities" (Loesch, Rezler); "Recruitment of Minority Allied Health Professionals" (Wilson, Poindexter); "An Interdisciplinary Approach to Non-verbal Communication" (Skoloda et al.); "Autologous Transfusion: Interdisciplinary Program of Blood Conservation" (Rudmann); "Effects of General Health and Oral Hygiene on Oral Health" (Matthew, Huntley); "The Vestibular and Visual Systems Bases of Learning Disorder" (Powell, Barin); "Effect of Local Hydrocortisone Phonophoresis on Serum Glucose and Cortisone Levels in Mice" (McLane, Bork, Christian); "Attitudes toward and Knowledge of the Older Adult" (Hersch, Korba); "Needs Assessment of Medical-Surgical Clinic Patients To Determine Effective Methodology in the Presentation of Nutrition and Health Education Concepts" (Horvath, Snyder, Bishara); "Study To Determine Pedagogical Needs in Clinical Education" (Shea); "Planning for the Future: An Interdisciplinary Approach within a Division of Allied Health Professions" (Bongero et al.); "Quantitation of Somatomedin-C" (Ward et al.); "Weekly Interdisciplinary Patient Care Rounds" (Wuggazer); "Health Risk Appraisal" (Allen, Prendergast); "Study of Bioprosthetic Heart Valve Recovered from Humans" (Allen et al.); "Reliability of Isokinetic Endurance Tests" (Burdett et al.); "Functional Capacity of Patients prior to and after Bone Marrow Transplant" (Pfalzer, Tutschka, Harper); "Measurement of Oxidation Reduction Potential and Conductivity of Human Lymphocytes Following Binding by Antibody" (Harr); and "Continued Planning for Collaborative Research" (Snyder). (MN)

ED 289 051
CE 049 233

Units of Instruction in Landscape and Nursery Management.
Iowa State Univ. of Science and Technology, Ames. Dept. of
Agricultural Education.
PUB DATE- 87
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives;
*Landscaping; Learning Activities; Lesson Plans; *Nurseries
(Horticulture); *Nursery Workers (Horticulture); *Ornamental
Horticulture; Secondary Education; Teacher Developed Materials;
Units of Study; *Vocational Education

This set of teacher-developed instructional units is intended for use in secondary-level vocational agriculture courses dealing with landscape and nursery management courses. The following topics are covered in the individual units: identification of landscape plants, selection of landscape plants, understanding soils and fertilizers, water management and irrigation, techniques for developing and drawing landscape plans, procedures for pruning and training ornamental trees, methods of transplanting trees and shrubs, insect and disease identification, house plant care and production, containers and structures, care of mature trees, horticultural mechanics, pesticide use and safety, retail horticulture skills, retail sales and appropriate attitudes, and steps in establishing wildlife habitats. Each unit includes a title page, teaching outline, and learning activities. The title page includes the unit title, unit goal, and unit performance objectives. The teaching outline describes the unit in terms of the information, skills, and knowledge that should be presented. The learning activities list in each unit provides recommended or suggested activities and procedures for presenting them. (MN)

ED 289 080
CE 049 319

Wurtz, P. Robert
Transitional Employment and Supported Work. A Partial Annotated Bibliography.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-74-7
PUB DATE- 86
NOTE- 55p.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Disabilities; *Education Work Relationship; Job Placement; Mainstreaming; Normalization (Handicapped); *Sheltered Workshops; *Transitional Programs; Vocational Evaluation; *Vocational Rehabilitation; *Work Experience Programs

This annotated bibliography is a reference to over 220 publications that deal with the concepts of transitional employment and supported work. All of the documents may be borrowed from the Materials Development Center of the University of Wisconsin. The documents are listed in alphabetical order by author or institutional author. Each entry includes author or institution, date of publication, title, source or place of publication and publisher, and annotation. The bibliography includes books, reviews, articles, resource manuals, monographs, and research studies. Some specific topics include job placement, career development, normalization and behavior modification, curriculum, vocational assessment, and job development. (YLB)

ED 289 122
CG 020 388

Health Care Fraud: Characteristics, Sanctions, and Prevention. Briefing Report to the Honorable William V. Roth, Jr., U.S. Senate.
General Accounting Office, Washington, DC. Accounting and Financial Management Div.
REPORT NO.- GAO/AFMD-87-29BR
PUB DATE- Jul 87
NOTE- 37p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6-99 copies, $2.00 each; 25% discount for 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Court Litigation; *Criminals; *Fines (Penalties); *Government Role; *Health Personnel; *Health Programs
IDENTIFIERS- *Fraud; Medicaid; *Medicare

At the request of Senator William Roth, Jr., the General Accounting Office (GAO) reviewed Medicare and Medicaid fraud investigations that agency inspectors general referred to the Department of Justice for prosecution to identify characteristics of alleged fraud against the government and to determine actions taken against those caught defrauding the government. A review of 279 Medicare and Medicaid cases from the Office of Inspector General revealed that 89% of the cases involved submission of false claims; 3% involved kickbacks; and 2% involved perjury, theft, or misuse of government property. About 85% of cases involved health care providers, of which approximately 50% were medical doctors. About 50% of cases involved allegations of fraud committed against the Medicare program, 30% involved Medicaid, and 9% involved more than one health care program. Three types of action which can be taken against health care providers who commit Medicare or Medicaid fraud were identified: (1) subjection to criminal or civil action by the Department of Justice; (2) assessment with a civil monetary penalty; and (3) suspension from participating in the Medicare and Medicaid programs. A review of 351 cases revealed that, in 275 cases, subjects were either prosecuted, fined, or suspended from participation in the program. New procedures are being initiated by the Office of Inspector General to ensure that vulnerabilities in the Medicare and Medicaid programs are communicated to health care program managers so that underlying causes of fraud can be corrected. The GAO will review this system in the future. (NB)

ED 289 166
CS 210 845

Results and Analysis of the 1987 Oregon Statewide Writing Assessment.
Oregon State Dept. of Education, Salem.
PUB DATE- Jun 87
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Educational Assessment; Elementary Education; Evaluation Methods; Grade 8; Holistic Evaluation; Junior High Schools; *Language Arts; Research Methodology; *Skill Analysis; State Standards; Student Evaluation; *Test Construction; *Writing Evaluation; Writing Research; *Writing Skills
IDENTIFIERS- *Oregon Statewide Assessment Program

Containing the results of Oregon's second statewide analytical writing assessment, this document summarizes the procedures used to evaluate the writing skills of 4,567 eighth graders from 55 schools and analyzes the results. Following an introduction that includes comments from the scoring team, chapter 1 presents a brief history of writing assessment in Oregon, including the rationale behind scoring methods, writing models, and paper selection. Chapter 2 gives a trait by trait analysis of content, organization, voice, word choice, sentence structure, and conventions of the sample papers. Chapter 3 compares the 1985 and 1987 assessments, concluding that the differences in performance cannot be attributed to scoring team variance, but that some differences may be attributable to variance in the writing prompts. Chapter 4 reviews potential influences affecting student performance, including the prompt, teacher attitude, understanding of the exercise, curriculum, and instruction. Chapter 5 provides a detailed summary of the findings and recommendations of the interpretive panel. The report's conclusions include the following: (1) students' writing seems balanced between strengths and weaknesses, with a preponderance of scores of 3 on a 5 point scale; (2) the average score for all traits is slightly higher than in 1985, and signs of strength across several traits indicate successful strategies on the part of teachers; and (3) the value of a writing assessment lies in its ability to build understanding between teachers and students about the nature of good writing. A note on the follow-up to the 1987 assessment is included, and appendixes contain the writing prompt and student instructions, the letter to students accompanying the test results, and a list of interpretive panel members for 1987. (JG)

ED 289 240
EA 019 766

Evaluation Guidelines for School Personnel, 1986. Suggested Personnel Policy Guidelines for School Districts.

Oregon State Dept. of Education, Salem.
PUB DATE- May 86
NOTE- 55p.; For the 1977 guidelines, see ED 146 193.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Guidelines; *Personnel Evaluation; Personnel Management; Public Schools; Records (Forms); School Administration; School Districts; *School Personnel; Standards; State School District Relationship; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *Oregon

This publication updates four earlier ones having similar titles, the last of which was written in 1979. These guidelines are intended to aid local school districts in Oregon in developing their own staff evaluation procedures and documents. The guide begins by citing the six administrative agencies outside the district that regulate most school district personnel matters, followed by elements of supervision and evaluation that apply to both certificated and classified employees. The major part of the document applies only to certificated employees; only three pages apply to classified employees. A list, for both teachers and administrators, of suggested standards for competent and ethical educators is accompanied by samples of the kinds of statements a district may want to develop as indicators of performance. Suggested schedules of evaluation activities include a flow chart showing the sequence of events and the alternative steps that may be taken in the certificated staff evaluation process. The guidelines conclude with a suggested checklist for reviewing the personnel evaluation process and sample forms for employee

evaluations, proposed policy resolutions, job description and employee standards, teacher evaluations, personnel progress and performance evaluation, and plan of assistance. (MLF)

ED 289 267
EC 201 207

Cross, Terry L.
Gathering and Sharing: An Exploratory Study of Service Delivery to Emotionally Handicapped Indian Children.
Parry Center for Children, Portland, OR. Northwest Indian Child Welfare Inst.; Portland State Univ., OR. Research and Training Center to Improve Services to Emotionally Handicapped Children and Their Families.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Aug 86
NOTE- 24p.
GRANT- G008435137
AVAILABLE FROM- Portland State University, Research and Training Center, Regional Research Institute, P.O. Box 751, Portland, OR 97207 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *American Indians; Children; *Community Services; Cultural Awareness; *Cultural Isolation; *Delivery Systems; *Demonstration Programs; Developmental Disabilities; *Emotional Disturbances; Incidence; Minority Groups; Needs Assessment; Resources; Social Attitudes
IDENTIFIERS- Idaho; Oregon; Washington

the report summarizes findings from a 1985 study that investigated service delivery problems and successes with emotionally handicapped Indian children in the Northwest. The study attempted to (1) estimate the approximate number of Indian children in Oregon, Washington, and Idaho who are seriously emotionally handicapped, developmentally disabled, or both; (2) identify current services to these children; (3) identify service delivery barriers to this population; and (4) identify exemplary programs and innovations for successfully addressing these problems. Existing relevant literature was reviewed and key informants were identified and contacted by telephone. The study found that some 11-to-20% of all Indian children appear to have some degree of emotional impairment but that only those whose conditions absolutely demand intervention receive treatment, largely because no single system has assumed primary responsibility for this population. Barriers related to the system (diffuse responsibility, lack of funding, isolation), to the community (needs for increased awareness, improved attitudes, and training), and to practice (need for culturally based diagnosis, lack of knowledge of etiology) were identified. Exemplary programs using a variety of approaches are cited, including group homes, prevention programs, and alcoholic treatment programs. The report concludes with recommendations and a selected bibliography. (VW)

ED 289 333
EC 201 294

Koch, Larry
The Increase of Regular Teacher Participation during Multidisciplinary Team Meetings Using the School Psychologist as Facilitator.
PUB DATE- Dec 86
NOTE- 58p.; Ed.D. Practicum, Nova. University.
LANGUAGE- Engli[illegible]
EDRS Price - MF[illegible]/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Conferences; Decision Making; *Disabilities; Elementary Secondary Education; *Interdisciplinary Approach; Intervention; *School Psychologists; Special Education; *Student Placement; *Teacher Participation; Teacher Role

The goal of this project was to increase regular teacher attendance and active participation during multidisciplinary team (MDT) conferences held to ensure appropriate decisions regarding eligibility, placement, and programming of special needs students. The school psychologist, as a member of the team in the target school in Dade County, Florida, met with each regular teacher to review the teacher's role in the MDT process and to share information regarding the referring problem, psychoeducational findings, perceived eligiblity and goals. In addition, the MDT agenda was reviewed and discussed in light of teacher contribution to the process. Observational data gathered from subsequent MDT meetings showed that the participating teachers then attended MDT meetings, verbalized assessment information, and verbalized recommendations more frequently. (Author/JDD)

ED 288 971
CE 047 985

Lankard, Bettina A.
Work Skills: Resource Manual. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 281p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CA01--$29.95; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; Classroom Techniques; Educationally Disadvantaged; *Education Work Relationship; *Employment Potential; Employment Practices; Instructional Materials; *Job Search Methods; *Job Skills; Learning Activities; Secondary Education; Teaching Methods; Transparencies; *Vocational Maturity

This resource manual is one of the components of "Work Skills," a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This resource manual contains an instructor's guide that provides strategies for implementing the "Work Skills" materials and a set of black line masters for all consumable student worksheets. The Instructor's Guide describes the components of "Work Skills": Orientation to the World of Work, Job Search Skills and Work Maturity Skills. Information is provided on the purpose, outcomes, benefits, users, focus, components, use, preparation, distribution, outline, and teacher role for each of the components. Suggestions for teaching each of the modules and supplementary activities are also provided. Student handouts, worksheets, and evaluation checklists are included for duplication/distribution and teacher use. (KC)

ED 288 983
CE 047 997

Lankard, Bettina A.
Accept Responsibility. Work Skills: Work Maturity Skills Competency 6.0. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 43p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB12--$15.00; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; Career Education; Competency Based Education; Education Work Relationship; *Employee Responsibility; Employment Potential; Family Life; Individualized Instruction; Job Performance; Job Skills; Learning Modules; Money Management; Motivation; *Problem Solving; Secondary Education; Skill Development; *Vocational Adjustment; *Vocational Maturity

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: using initiative (accepting responsibilities on the job and being willing to perform one's scope of work), using problem-solving techniques (analyzing a problem, identifying and choosing among alternatives, and devising a plan of action), and managing personal responsibilities (managing responsibilities of family living and personal finance). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

ED 289 108
CG 020 374

Shaffer, Michal; Lichtenberg, James W.
Expected Utility and Sequential Elimination Models of Career Decision Making.
PUB DATE- Aug 87
NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Cognitive Style; College Students; *Decision Making; Higher Education; *Models; Values; *Work Attitudes

Decision-making strategies have traditionally been classified as either prescriptive/normative or descriptive/behavioral in nature. Proponents of prescriptive/normative decision-making models attempt to develop procedures for making optimal decisions while proponents of the descriptive/behavioral models look for a choice that meets a minimal set of requirements rather than an optimal set. This study compared an Expected Utility model (prescriptive/normative) and an Elimination by Aspects (descriptive/behavioral) model of career decision making. Both models were also compared with a "model-free" choice situation in which the decision-making strategy was not explicitly dictated by experimental procedure. The three decision-making strategies were compared in terms of quality of choices, types of careers chosen, and post-decision satisfaction. College students (N=101) completed the Work Values Inventory and participated in activities which involved operationalization of the three decision-making models. The results suggest that use of the Expected Utility model produced the "best quality" decisions for subjects. (Author/NB)

ED 289 153
CG 020 420

Cornell, Dewey G.; And Others
MMPI Profiles of Adolescents Charged with Homicide.
PUB DATE- 29 Aug 87
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For related document, see CG 020 421.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adolescent Development; *Adolescents; *Classification; Comparative Analysis; *Criminals; *Delinquency; *Personality Traits; *Profiles; Violence
IDENTIFIERS- *Homicide
Violent individuals are a heterogeneous group, making it unrealistic to think that a single psychological profile can classify them. Adolescents (N=72) at the Michigan Center for Forensic Psychiatry who had committed homicides were studied in an effort to distinguish clinically meaningful subtypes based on the motives and circumstance of their violent crimes. Subjects were divided into three groups: (1) psychotics; (2) nonpsychotics who had committed homicide in the course of another crime (crime group); and (3) nonpsychotics who had committed homicide in course of an interpersonal conflict with the victim (conflict group). Subgroups were compared to one another and to delinquent controls (N=35), using measures of prior adjustment and developmental background and the Minnesota Multiphasic Personality Inventory (MMPI). The MMPI results suggest that the crime group was substantially more disturbed than the conflict group, with the crime group mean MMPI profile suggesting higher levels of general distress and alienation; poor insight; and tendencies to somaticize, externalize, and deny responsibility. While the conflict group appeared generally less disturbed than the crime group, almost all individual MMPI profiles contained one or more elevated scales. These findings suggest that it is important to distinguish among subtypes of violent juveniles, and that there are differences between youths who commit crime- and conflict-related homicides both in the circumstances of the offense and in their prior adjustment. (NB)

ED 289 180
CS 210 878

Golden, Catherine
Connection Making between the Sister Arts.

PUB DATE- 22 Nov 87
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Art History; Authors; Course Content; English Instruction; Higher Education; *Illustrations; Integrated Activities; *Interdisciplinary Approach; Literary Criticism; *Literature Appreciation; Nineteenth Century Literature; Novels; Poetry; *Symbolism; Teaching Methods; *Victorian Literature
IDENTIFIERS- Art Criticism; Skidmore College NY

A literature course entitled "The Victorian Illustrated Book: A Marriage of Image and Word," offered at Skidmore College in New York, was designed to help students make connections between art and literature. Based on the premise that illustrations in Victorian books can be "decoded" much like a written text, students were introduced to illustrations from Charles Dickens' "Oliver Twist" and Lewis Carroll's "Alice in Wonderland" and spent time examining the illustrations to determine their faithfulness to the text and how they elaborated upon the narrative. Students also read research that familiarized them with Victorian artistic concerns, such as the language of symbols in artwork, and the Victorian preoccupation with the pastoral, death, and the family. An assignment called for students to examine Dante Gabriel Rosetti's painting "Found" and decode its symbols. More successful students learned not only to decode individual symbols but make ideational connections by seeing the symbols as a whole, as a "text" to be read. During the second month of the course, students were able to see how an illustration highlights a text or provides essential information. As the course neared its end, students had progressed to a point where most easily made ideational connections between the arts, and occasionally made insightful connections between Victorian and modern concerns. The nature of this course seems to encourage students to make a full range of connections. (JC)

ED 289 301
EC 201 262

Blaylock, Dave; And Others
Career Education Curriculum Guide for Mild, Moderate, Severe and Profoundly Handicapped Students, 1981-1987.
Weber County School District, Ogden, Utah.
PUB DATE- Apr 87
NOTE- 374p.; Paper describing the 1984-87 Curriculum Guide was presented at the Council for Exceptional Children Annual Convention (65th, Chicago, IL, April 20-24, 1987) and is included as an attachment.
AVAILABLE FROM- Canyon View School, 1100 Orchard Ave, Ogden, UT ($0.50).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; Computer Managed Instruction; Computer Uses in Education; Curriculum Guides; Elementary Secondary Education; *Individualized Education Programs; Individual Needs; Information Systems; *Instructional Development; *Mental Retardation; *Student Educational Objectives; *Training Objectives

This program, developed at the Ogden-Weber Education Center (Ogden, Utah) provides a curriculum for all levels of mental handicap, in which exit objectives of one phase meet entrance objectives for the next phase, and all objectives meet the requirements of the setting in which mentally handicapped students will live after completion of public school education. The program also aims to provide an easy method of writing individual education plan goals and objectives. It does not intend to replace special education classroom curricula, but to coordinate outcome-based curricula that are being used. The curriculum guide is divided into curriculum modules, based on student age (5-22 years) and level of mental handicap. Each module is divided into 17 subject areas (such as time, money, measurement, expressive language and socialization). For each combination of age, level of handicap, and subject area, a classroom goal detailing sheet is developed. These sheets contain an annual goal, several short-term instructional objectives, performance criteria, and a list of references. The curriculum is computer-based (Apple II) to provide flexibility for dealing with individualized needs and to save administrative time. (JDD)

ED 289 317
EC 201 278

Vanderheiden, Gregg C.; Lee, Charles C.
Guidelines for the Design of Computers and Information Processing Systems to Increase Their Access by Persons with Disabilities. Version 2.0.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 54p.; A product of the Guidelines Task Force of the Government-Industry Initiative on Access to Computer Systems by Disabled Persons. Charts may not reproduce. For related documents, see EC 201 271-280.
GRANT- G0083C0020; G008300045
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($7.40).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Computers; *Design Requirements; *Disabilities; Guidelines; Information Processing; Input Output Devices; Needs Assessment

Many low-cost and no-cost modifications to computers would greatly increase the number of disabled individuals who could use standard computers without requiring custom modifications, and would increase the ability to attach special input and output systems. The purpose of the Guidelines is to provide an awareness of these access problems and a focal point for listing possible solutions. Section I provides an overview of disability types and the major impacts that each disability has on computer use. Section II contains a listing of problem areas and possible solutions, arranged by the part of the computer involved, including operating systems, keyboards, display screens, other output devices, mechanical design, and documentation. The Executive Summary contains a chart summarizing the problems, the populations affected, a relative priority, possible solution strategies, and the impact/benefit of such adaptations or modifications on/to the mass market for the computer. A summary listing of design ideas is presented in three categories: design features to increase the number of people who can use an unmodified computer; design features to facilitate the connection of special accessories or programs needed by more severely involved persons; and to design features to facilitate the use of computers as special devices, such as portable communication aids. (JDD)

ED 289 194
CS 505 818

Metzger, Nancy J.
Helping the Reticent Student: A Selected, Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.;
Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 81
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Communication; *Communication Apprehension; Communication Problems; Elementary Secondary Education; Higher Education; Interpersonal Communication; Self Esteem; Student Alienation; Student Attitudes; Student Participation; Teacher Role; *Teacher Student Relationship; *Withdrawal (Psychology)
IDENTIFIERS- *Reticence; *Shyness

Sources in this revised annotated bibliography are compiled for elementary, secondary, and college level teachers interested in the identification and instruction of reticent students. The 19 citations refer to sources on communication apprehension and shyness in addition to reticence. (JC)

ED 289 285
EC 201 246

Hoyle, Sally G.; Serafica, Felicisima C.
Social Stereotyping in Children with Learning Disabilities: Myth or Reality?
PUB DATE- Apr 87
NOTE- 10p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; *Friendship; Intergroup Relations; *Interpersonal Competence; Labeling (of Persons); *Learning Disabilities; *Peer Relationship

Actual and perceived social relations and teacher ratings of social competence in 20 learning disabled (LD) and 20 nonLD children (mean age 11 years) were investigated. A sociometric group included 200 nonLD children in classrooms attended by both groups. Children completed sociometric and social network questionnaires along with the Perceived Competence Scale. Homeroom teachers completed the Behavior Problem Checklist and the Teacher's Version of the Perceived Competence Scale. Results revealed that LD and nonLD children did not differ in the number of unilateral friendship nominations received, reciprocal nominations, liking ratings received, or social networks. LD children rated themselves lower than nonLD children on cognitive and social competence and general self-esteem. LD children were rated by their teachers as having more behavior problems and lower social competence. The stereotype of LD students as socially rejected was not supported. (Author/CL)

ED 289 025
CE 049 180

McKinney, Floyd L.; Ballard, Mark R.
Evaluation of the Electronics Advanced Placement Implementation Process in the Community College of Rhode Island.
SPONS. AGENCY- Community Coll. of Rhode Island, Warwick.

PUB DATE- Oct 87
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advanced Placement Programs; *Articulation (Education); College School Cooperation; *Community Colleges; Cooperative Planning; *Electronics; Institutional Cooperation; Postsecondary Education; *Program Implementation; Program Improvement; Secondary Education; *Technical Education; Two Year Colleges
IDENTIFIERS- *Community College of Rhode Island

An evaluation of the implementation process for the electronics articulation program at the Community College of Rhode Island was undertaken to identify the factors and features of the program that contribute to the attainment of its articulation goals. Information for the evaluation was obtained by reviewing documents and records, observing programs, and interviewing key personnel from the community college and secondary school personnel. The college's administrators and its coordinator of the articulation program were all found to have a strong commitment to the articulation effort. Although the high school students contacted about the program had a positive view of the program, they did express several concerns about postsecondary education. These included concerns about their ability to pass the postsecondary courses, the quality of postsecondary instructors, and the lack of hands-on experiences afforded by postsecondary education. Among other things, it was concluded that (1) efforts should be made in both the secondary and postsecondary components of the program to enroll more female and minority students; (2) students, teachers, administrators, employers, counselors, student affairs personnel, and other interested individuals should all be involved in the program's goal setting and planning processes; (3) the electronics articulation program should be tied closely with other phases of the college's strategic planning; and (4) consideration should be given to the sharing of facilities and equipment by the college and local secondary schools. (MN)

ED 289 066
CE 049 295

Molek, Carol
Language Ready Exercises. "Ready-Set-ABE" To Ease Students' Transition into ABE Level Studies.
Tuscarora Intermediate Unit #11, McVeytown, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.

PUB DATE- 27 Jun 87
NOTE- 87p.; For related documents, see CE 049 294-298.
CONTRACT- 98-7023
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Articulation (Education); Basic Skills; Behavioral Objectives; *Developmental Programs; Grammar; *Language Skills; Learning Activities; Literacy Education; *Sentence Structure; Skill Development; *Transitional Programs; Tutoring; *Vocabulary Development
IDENTIFIERS- 310 Project

This booklet is intended to assist tutors in helping transitional and low-level adult basic education (ABE) students acquire the language skills required to make a successful adjustment to regular ABE classes. The exercises provided are intended primarily for use in student-tutor learning teams, with students gradually completing greater portions of the exercises on their own as they become increasingly self-directed. The exercises stress vocabulary development, identification and recognition of the functions of subjects and verbs, the difference between sentences and sentence fragments, and subject-verb agreement. The following are among the topics covered in the individual exercises: frequently misspelled words, context clues, synonym groups, nouns, pronouns, adjectives, regular and irregular verbs, identification of sentence fragments, identification of subjects and predicates, and subject-predicate agreement. The exercises provided are written in a variety of formats, giving students an opportunity to learn to handle the types of multiple-choice, short-answer, fill-in-the-blank, matching, puzzle, and true-false exercises that are typically encountered in classsroom situations. A 115-item bibliography concludes the document. (MN)

ED 289 081
CE 049 320

Roehl, Janet E., Ed.
Computers for the Disabled. Proceedings of the Discovery '83 Conference (Minneapolis, Minnesota, September 12-14, 1983).
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
PUB DATE- 84
NOTE- 177p.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Assistive Devices (for Disabled); *Computer Assisted Instruction; *Computer Oriented Programs; Computer Uses in Education; Conference Proceedings; *Disabilities; Elementary Secondary Education; *Microcomputers; Postsecondary Education; *Special Education; Vocational Education; *Vocational Rehabilitation

These proceedings provide 30 papers from a conference to highlight a frontier area in serving the disabled--microcomputers--which blends two disciplines, vocational rehabilitation and special education. Keynote addresses are "High Tech/High Touch: Making Good on the Promise" (Fenderson); "Curbcuts and Computers: Providing Access to Computers and Information Systems for Disabled Individuals" (Vanderheiden); and "The Person with Disability and the Benefits of the Microcomputers Revolution" (Shworles). Conference papers are "Computers: A Touchy Topic for the Handicapped and Nonhandicapped" (Battenberg); "But It Will Be Obsolete Tomorrow: Evaluating Ultimate Needs of Users vs. the Capabilities of Devices" (Behrmann, Lahm); "The Use of Computers in Rehabilitation Facilities" (Blakemore, McCray); "Microcomputers and Employment for the Disabled: The CHPI Experience" (Boyer); "Overuse of Sound Effects in a Microcomputer Program and Its Impact on the Performance of Students with Learning Disabilities" (Chiang); "Computers in Rehabilitation: Another Way" (Cole); "Computers for the Disabled: A Contradiction in Terms?" (DeWitt); "Adapting Computer Equipment for Handicapped Children: A Review of Current Strategies and a Report of a Project" (Desch); "Integrating CAI with Traditional Instruction in the Elementary Classrooms" (Farrell); "Direct Optical Headpointing Input to Standard Computers Using a TV Screen Based Keyboard" (Gunderson, Vanderheiden); "A Coordinated System Approach" (Hallett); "Operations and Specifications of the Lip-Reader Trainer" (Hight); and "Braille-Edit: A Versatile Tool for the Blind and Sighted" (Holladay); "An Electronic Blackboard for a Blind Teacher" (Holladay); "Speech Recognition for Inter-human and Human-Machine Communications" (Horn); "High Technology and the Handicapped: Vocational Implications" (Leneway); "Helen Keller, Me, and You" (Mann); "Using the Computer in the Special Education Classroom: The Possibilities and the Courseware" (Manning); "The Center for Independent Living of Greater Bridgeport: Computerized Coordinated Service Center" (Martin); "Tactile Graphics Display" (Maure); "VersaBraille Applications in Education" (Moore); "Applications of Microcomputer Technology in a Comprehensive Rehabilitation Center" (Rizer); "The Connecticut Special Education Microcomputer Software Evaluation Project" (Rucker, Archambault); "The Executive Secretary Word Processing System: An Aid to Those Servicing the Disabled" (Seaton); "A Voiced Controlled Personal Computer System with Word Processing Capabilities for the Severely Physically Handicapped" (Serota); "Vocational Education Curriculum Adaptation to Appropriate Language Level" (Simon, Adolphson); and "Logo: LD Students Explore Their Intellectual Potential with a Computer" (Sopp). (YLB)

ED 289 095
CG 020 361

Ruby, Theodore; Law, Robert
School Dropouts--Why Does the Problem Prevail?

PUB DATE- 5 Mar 87
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dropout Attitudes; Dropout Characteristics; *Dropout Prevention; Dropout Programs; *Dropout Research; Dropouts; Elementary Secondary Education; *High Risk Students; Humanistic Education; *Potential Dropouts; *Program Effectiveness

The national dropout rate has remained at about 20% for the last decade. However, disparities in the definition of dropouts and in data collection have caused national dropout figures to vary. Researchers agree that students from areas of large minority populations with fewer English-speaking students, and those living in poverty are at risk of dropping out. The reason most often cited for dropping out is a general dislike of school. Dropping out is often the beginning of problems for the individual and society. Many dropouts will remain unemployed, others will take low paying jobs. Dropout prevention programs attempt to reduce the number of students leaving school by improving attendance and academics. More recently, alternative schools have added a humanistic approach to dropout programs. Successful programs have been found to separate potential dropouts from other students, stress the immediate and practical, offer opportunities for paid employment, and maintain low student-teacher ratios. Adolescence has been found to be a critical stage for identifying potential dropouts and for reversing negative attitudinal and behavior trends. Parents' lack of support for education is related to their children's negative attitudes toward school. In elementary school, home-school communication can insure parents develop positive attitudes toward education. Junior high school is the critical period for the identification of potential school dropouts and various out-of-school interventions, such as community support and civic involvement, should be used. In senior high school, intervention programs should concentrate on keeping the students in school until they have reached their maximum educational potential and/or have acquired adequate life skills. (ABL)

ED 289 138
CG 020 405

Hall, Cathy W.; Wahrman, Elizabeth

Theoretical Orientations of Intervention Strategies and Perceived Acceptability.

PUB DATE- Mar 87
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Classroom Techniques; *Discipline; Elementary Secondary Education; *Student Behavior; Student Teachers; *Teacher Attitudes; *Teacher Behavior; Teachers

Two research projects were conducted to assess the relationship between teachers' views on the acceptability of intervention strategies for dealing with behavior problems and their classroom use of such interventions. One study with student teachers (N=72) investigated acting-out and passive behavior problems and the acceptability of behavioral, humanistic, and pragmatic interventions. The second study conducted with regular education teachers (N=72) included the acting out behavior problem and the acceptability of the three interventions. The ratings of the interventions indicated that both student teachers and regular education teachers viewed the humanistic and behavioral approaches as being the most acceptable and the pragmatic approach as being the least acceptable. In terms of classroom use, there were significant positive correlations among acceptability ratings of the three intervention types and student teacher self-reported use of these three types of intervention. With regular education teachers, there was a significant positive correlation between the ratings of the behavioral intervention and self-reported use of behavioral interventions within the classroom. Neither the pragmatic nor the humanistic ratings correlated with self-reported classoom use for the regular education teachers. (Author/NB)

ED 289 212
CS 505 836

Benoit, William L.
Persuasion: Attitude/Behavior Change. A Selected, Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; *Attitude Change; *Behavior Change; Beliefs; *Cognitive Psychology; *Communication (Thought Transfer); Developmental Psychology; Learning Theories; Persuasive Discourse; *Psychological Studies; Psychology; Social Psychology; Social Science Research; Theories

Designed for teachers, students and researchers of the psychological dimensions of attitude and behavior change, this annotated bibliography lists books, bibliographies and articles on the subject ranging from general introductions and surveys through specific research studies, and from theoretical position essays to literature reviews. The 42 citations are organized under the following headings: (1) general works; (2) learning theories of persuasion; (3) consistency theories; (4) social judgment/involvement; (5) information integration theory; (6) source credibility; (7) message variables; (8) compliance-gaining strategies; (9) attitude-behavior consistency; and (10) resistance to persuasion. (JG)

ED 289 228
EA 019 739

Beck, John J.
Profile of the Principalship. A Study of Principals' Perceptions.
PUB DATE- Jun 87
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; Educational Administration; Elementary Secondary Education; Employment Experience; *Employment Potential; Instructional Leadership; *Job Skills; Occupational Surveys; *Principals; Professional Development; *Program Effectiveness
IDENTIFIERS- *Texas

This study surveyed 1,000 elementary, junior high/middle school, and high school principals in Texas by questionnaire to gather their perceptions on issues related to the principalship. The following four issues were explored: (1) source of expertise; (2) skills necessary to the success of any principal; (3) level of expertise of the respondents in each of the identified skills; and (4) adequacy of preparation received in each of the respondents' university programs in educational administration. Findings indicate that on-the-job experience and common sense were the most important sources of expertise, whereas university preparation programs and experiences gained outside of education were the least important sources. Campus leadership, instructional leadership, and interpersonal relations are the skills perceived to be of most importance to success. Curriculum development, physical plant management, and budgeting and finance skills were seen as being of least importance to success. Principals perceived that level of expertise closely matched the perceived necessity of the skill, but the expertise was seen to have been obtained from sources other than their university preparation program in educational administration. A 20-item bibliography and 8 appendices of survey instruments and data comprise one-half of the report. (Author/CJH)

ED 288 960
CE 047 974

Pritz, Sandra G.; Crowe, Michael R.
Techniques for Joint Effort: The Vocational-Academic Approach. BASICS: Bridging Vocational and Academic Skills.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 44p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 969-978.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300EA--manual and audiocassette, $13.95; complete BASICS set, SP300--$198.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Education; *Basic Skills; *Cooperative Planning; *Integrated Activities; Integrated Curriculum; Secondary Education; Skill Development; *Teaching Methods; *Team Teaching; *Vocational Education

This document describes teaching techniques that vocational and academic teachers can use jointly to improve students' basic skills. It is part of BASICS, a package of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. Section 1 focuses on the problem of students' basic skills deficiencies and how teachers can respond. Section 2 specifies and discusses ways that teachers can work. The options include sharing, teaming, and staff crossover. The final section consists of examples of eight programs in which teachers have successfully used these strategies to integrate vocational and academic education. They are Pathfinder Regional Vocational-Technical High School District (Palmer, Massachusetts), Joint Academic Vocational Approach (Kentucky), Dauphin County Area Vocational Technical School (Harrisburg, Pennsylvania), Program Options (Ohio), Ohio Program Options: Great Oaks Joint Vocational School District (Cincinnati), Ohio Program Options: Mathematics at Montgomery County Joint Vocational School (Clayton), Principles of Technology as Applied at Detrick Vocational Center (Louisville, Kentucky), and Process Model for Integrating Science Concepts and Vocational Skills, Sandy Union High School (Sandy, Oregon). A conclusion summarizes, in the form of a checklist, the factors that should be considered before making the commitment to joint efforts. (YLB)

ED 288 996
CE 048 929

Klein-Konz, Ann; Todd-Mancillas, William
A Review & Critique of Trainee-Oriented Training Programs.
PUB DATE- Nov 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (Boston, MA, November 4-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Behavior Change; *Corporate Education; *Employee Attitudes; Employee Responsibility; Employer Employee Relationship; *Industrial Training; *Models; *Organizational Change; Participative Decision Making

This paper reviews literature on trainee-oriented training programs, which assign to individual employees predominant responsibility for diagnosing organizational problems requiring changes in employees' behaviors. A Self-Change, Adaption, and Modification (SCAM) Model is developed. The literature support for the model is written in similar fashion to Todd-Mancillas and Kibler's (1975) change model from which the SCAM Model is derived. Instead of presenting the literature review in standard essay format, it is presented in logical, sequential segments, each supporting one of the SCAM training steps. The literature support for SCAM training steps follows this format: name of element, purpose of the element, [illegible] a list of literature support citations for that step. The steps are problem identification, behavioral assessment, analysis of behavioral discrepancy, steps to ideal status (action planning), measurement of results, recommendations for change, and post assessment. The final section recommends improvement of the trainee-oriented training program literature by upgrading the quality of research undertaken and published and providing more detailed explanations of how to implement SCAM programs. A reference list is attached. (YLB)

ED 289 010
CE 049 056

Alamprese, Judy
Investing in Change: Competency-Based Adult Education in California.
CBAE Evaluation Study Report.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Mar 87
NOTE- 59p.; Document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Adult Basic Education; *Competency Based Education; *Compliance (Legal); English (Second Language); Outcomes of Education; *Program Evaluation; *State Programs

A study determined the effects of California's competency-based adult education (CBAE) mandate on the functioning of adult basic education programs. It investigated how Section 306 agency personnel interpreted the CBAE manadate and effects of the mandate on agency management, classroom functioning, and student outcomes. Quantitative and qualitative strategies were used to collect data from adult basic education/English-as-a-second-language students from Section 306 adult education agencies. Findings indicated approximately one-half of the agencies had identified competencies, an increased number of agencies had developed student profiles, use of the California Adult Student Assessment System Survey Achievement Test had increased, documentation of student competency attainment remains low, most agencies have structured student placement systems in place, instructors perceived themselves as using a variety of instructional strategies whereas the students did not, and staff development opportunities have increased. Recommendations were made in these areas: state-level and local agency-level supports for change; CBAE curriculum; assessment, recordkeeping, and guidance; instructional strategies and materials; and staff development. (YLB)

ED 289 052
CE 049 268

Atkinson, Karen A.
A Handbook for Developing and Establishing Apprenticeship Programs in Michigan's Correctional Institutions.
Michigan State Dept. of Corrections, Lansing.
PUB DATE- Oct 86
NOTE- 183p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Apprenticeships; *Correctional Education; Correctional Institutions; Postsecondary Education; *Program Development; Program Implementation; Standards
IDENTIFIERS- *Michigan

This handbook describes how apprenticeship programs may be developed and established in a correctional institution. Advantages and disadvantages of an apprenticeship, Michigan State policy, and definitions of terms are presented in the first three sections. The various steps in development and implementation of an apprenticeship program are discussed in the remaining sections. They include administering apprenticeship program standards; types of apprenticeship programs (complete and cluster); registering the program standards; developing program standards; enrolling the apprentices; beginning the apprentice; programming the apprentice; maintaining the apprentice; concerns such as wages, conduct and discipline, and complaint procedure; graduating and placing the apprentice/craftworker; and modifying the standards. Extensive appendixes forming the bulk of the document include a list of apprenticeable occupations, standards model for correctional institutions, state apprenticeship core programs, sample forms, and policy directives applicable to apprenticeships in correctional institutions. (YLB)

ED 289 123
CG 020 389

Health Facilities: New York State's Oversight of Nursing Homes and Hospitals. Report to the Honorable Bill Green, House of Representatives.
General Accounting Office, New York, NY. Regional Office.
REPORT NO.- GAO/HRD-87-24
PUB DATE- Nov 86
NOTE- 24p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6-99 copies, $2.00 each; 25% discount for 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Certification; Evaluation Criteria; *Federal State Relationship; *Hospitals; *Inspection; *Nursing Homes; *State Action; *State Standards
IDENTIFIERS- Medicaid; Medicare; *New York

At the request of Congressman William Green, the General Accounting Office (GAO) evaluated the validity of allegations about deficiencies in the New York State Department of Health's nursing home and hospital inspection processes for certification for participation in the Medicare and Medicaid programs. Health Care Financing Administration and state policies, procedures, and practices for investigating complaints, performing inspections, and determining nursing home and hospital compliance with federal standards were evaluated. It had been alleged that: (1) the validity of the nursing home inspection process was compromised because facilities received advance notice of inspections; (2) inspection reports were being weakened by supervisors; (3) the state was not investigating patient complaints in a timely manner; (4) the state was not sharing information on patient complaints with the federal government; (5) the state was lax in instituting enforcement action against facilities with deficiencies; and (6) inspection and enforcement actions were biased in favor of certain facilities. The GAO investigation did not substantiate the allegations. Problems identified in the investigation were discussed with the state and actions have been taken to correct the problems. (NB)

ED 289 167
CS 210 848

Krendl, Kathy A.; Dodd, Julie

Assessing the National Writing Project: A Longitudinal Study of
  Process-Based Writing.

PUB DATE- Oct 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Instructional
  Improvement; Language Arts; Parent Attitudes; *Process Education;
  *Program Effectiveness; *Program Evaluation; Student Attitudes;
  Teacher Attitudes; Teacher Improvement; Writing Evaluation;
  *Writing Improvement; *Writing Instruction; Writing Processes;
  Writing Research
IDENTIFIERS- National Writing Project; Oak Ridge Schools TN;
  Tennessee

To evaluate the effectiveness of a new writing curriculum in the Oak Ridge Schools (Tennessee), modeled after the process-oriented National Writing Project, a three-year study of student writing was conducted. The study consisted of evaluating writing samples collected from 90 students in grades 3 through 12 over 3 consecutive years, and surveying by means of annual questionnaires the writing attitudes of students, parents, and teachers. Results from the student attitude surveys show an increase over the second and third year in students' interest in learning about writing, in their level of confidence, and in their association of self-esteem with good writing. A decrease was observed in students' feelings of discomfort about completing writing assignments and in their feelings that they do not write well and that writing is difficult. At the end of the study, students at each grade level were better writers than were previous students in that grade level. Students in classrooms with teachers trained according to the National Writing Project approach performed better on the writing sample than did students in the classrooms of untrained teachers. The teacher survey showed few differences between trained and untrained teachers in attitudes about writing, ranking of writing problems, and assessment of language arts priorities. Some significant differences were found between parent and teacher attitudes. (Recommendations of the writing committee are included, and writing assignments and assessment rubrics are appended.) (JG)

ED 289 195
CS 505 819

Rogers, Donald P.
Organizational Communication. A Selected, Annotated Bibliography.
Revised Edition.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.;
Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- Feb 82
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information
Analysis/State-of-the-Art Materials - ERIC Information Analysis
Products (071)
DESCRIPTORS- Annotated Bibliographies; *Business Communication;
Business Education; Communication Research; Higher Education;
Interpersonal Communication; Models; Organizational Climate;
*Organizational Communication; *Persuasive Discourse; Speech
Communication

Intended for those new to the study of organizational communication, this revised annotated bibliography cites books and articles selected on the basis of clarity and comprehensiveness in providing background material or critical perspectives on organizational communication. The 27 citations in the bibliography focus on original literature (excluding current textbooks), theoretical considerations (excluding communications management and how-to-do-it), and general concepts (excluding specific concerns). (SKC)

ED 289 241
EA 019 770

Buttram, Joan; And Others
Sizing Up Your School System. The District Effectiveness Audit.
New Jersey School Boards Association, Trenton.; Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- 86
NOTE- 160p.; A cooperative project of the New Jersey School Boards Association and Research for Better Schools, Inc.
AVAILABLE FROM- Business Office, New Jersey School Boards Association, P.O. Box 909, Trenton, NJ 08605-0909.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Accountability; *Audits (Verification); Board of Education Policy; *Educational Assessment; *Educational Practices; Elementary Secondary Education; *Evaluation Methods; Questionnaires; *School Districts; *School Effectiveness; Student School Relationship
IDENTIFIERS- *New Jersey

This guidebook presents a process to elicit and organize information about school district practices, proposes standards to judge the effectiveness of those practices, and provides a method for determining desired improvements. Following the introduction, section 2 contains a distillation of the research findings on school effectiveness along with a discussion of how district practices influence a school's ability to promote student achievement. Section 3 presents the areas covered in the audit and suggests standards for assessing district effectiveness. Sections 4 and 5 describe a step-by-step approach to conducting the audit. Included in section 6 are procedures for analyzing and interpreting information and recommendations for preparing and disseminating the report. Section 7 makes suggestions for planning district improvement. Section 8 consists of instruments to be used in the audit process--the interview guide and the questionnaire--while section 9 contains the forms to be used in analyzing the audit information and preparing the report. Appendices contain a 23-item bibliography along with names of board members and educators who collaborated in designing the audit. (MLF)

ED 289 254
EA 019 799

Greene, Brenda Z.
What Works for School Dropouts?
National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- Dec 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Board of Education Role; *Dropout Prevention; *Dropout Programs; Dropouts; Early Parenthood; *Program Effectiveness; Public Schools; Secondary Education; *Student Needs

To give Congress the information it needs to make informed decisions about initiatives aimed at school dropouts, the U.S. General Accounting Office (GAO) has published a two-phase report: Phase 1, "School Dropouts: The Extent and Name of the Problem" (see ED 274 756), completed in 1986, provides information on the dropout rate, characteristics of dropouts and potential dropouts, and the employment implications of dropping out of school; and Phase 2, "School Dropouts: Survey of Local Programs" (see ED 288 929), published in 1987, provides the results of a survey of local school officials about their dropout programs and identifies what local program administrators view as the obstacles to, and characteristics of, effective programs. This report includes descriptions of some of the 20 programs described in Phase 2 of the GAO report and, though it concluded that no single model for serving potential dropouts could be found, common elements of what appear to be effective programs are identified as follows: (1) multiple services offered to serve multiple needs; (2) some type of basic education, counseling, and other support services; (3) general educational development (GED) preparation for youth who have already dropped out of school; and (4) a caring and committed staff, secure learning environment, personalized instruction, low student-teacher ratio, and program flexibility. An agenda for school boards to consider is proposed along with a list of policies that should be reviewed in addressing the dropout problem. (MLF)

ED 289 268
EC 201 208

Siegel, B.; And Others
Multidisciplinary Developmental Evaluation Improves Early Diagnosis of Infantile Autism.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD., April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; *Clinical Diagnosis; Evaluation; Handicap Identification; *Individual Development; *Interdisciplinary Approach; Language Acquisition; *Pediatrics; *Psychopathology; Social Development; Young Children

A life-course perspective of the diagnostic histories of 75 autistic individuals (ages 4-25) was obtained through the use of parent surveys and a review of their charts. The study was made to understand better how children who presented with uneven or unusual behavioral development are identified as developmentally multihandicapped. Areas examined included when parents became concerned about developmental delay, what concerns they expressed, to whom they expressed them, when evaluations were made, what kinds of evaluations were carried out, and which diagnostic models were most effective. The results showed that parents most often first expressed concern to pediatricians, noting both language and social delays. On average, parents first reported concerns around 1-1/2 years of age, began diagnostic evaluations around 2-1/2 years of age, and received diagnoses of autism around 4-1/2 years of age. These findings are discussed in terms of the potential value of early identification and placement into infant and preschool intervention programs. The role of the child's primary care physician in early identification and coordination of diagnostic evaluation is discussed. (Author/VW)

ED 289 334
EC 201 295

Yirmiya, Nurit; And Others
Facial Expressions of Emotion: Are Autistic Children Different from Mentally Retarded and Normal Children?
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Affective Measures; *Autism; Emotional Response; *Facial Expressions; *Mental Retardation; Nonverbal Communication; Preschool Children; Spontaneous Behavior

The study examined the spontaneous expressions of affect displayed by 18 autistic and 18 mentally retarded children matched for chronological age and mental age, as well as a group of 18 normal children matched for mental age only. Affect expressions were coded from videotapes of a standard child-experimenter interaction designed to assess prelinguistic communication skills. The experimenter presented the child with different toys, initiated social games and turn-taking activities, pointed at posters around the room, and made simple requests of the child. Results indicated that the autistic subjects were not more neutral or flat in their affect compared to the mentally retarded and normal subjects. However, the autistic children showed a greater variety of affect expressions and spent more time displaying discrete negative affect expressions. In particular, they displayed negative and incongruous blends not displayed by any of the other children. This unique pattern of autistic children's affect expressions may be syndrome-specific, and may contribute to the difficulty that others experience in reading the affective signals of autistic children. (Author/JW)

ED 288 984
CE 047 998

Lankard, Bettina A.
Cooperate with Others. Work Skills: Work Maturity Skills Competency 7.0. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 24p.; For related documents, see ED 263 383 and CE 047 979-997.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB13--$15.00; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; Career Education; Competency Based Education; Conflict Resolution; *Cooperation; Coping; Education Work Relationship; Employer Employee Relationship; Employment Potential; Individualized Instruction; Interpersonal Competence; Interpersonal Relationship; Job Skills; Learning Modules; Secondary Education; Skill Development; *Teamwork; *Vocational Adjustment; *Vocational Maturity

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: working as a member of a team (communicating freely with coworkers and supervisors and dealing with job frustrations) and working under supervision (identifying and working within the organizational structure and coping with conflict). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

ED 289 039
CE 049 208

Schiller, M. Rosita, Ed.; And Others
Collaborative Research in Allied Health. Proceedings of Collaborative Research in Allied Health Symposium (Columbus, Ohio, September 20, 1985).
Ohio State Univ., Columbus. School of Allied Medical Professions.
PUB DATE- 85
NOTE- 182p.; For a related document, see CE 049 207.
AVAILABLE FROM- School of Allied Medical Professions, Ohio State University, 1583 Perry Street, Room 106, Columbus, OH 43210 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; Cooperative Planning; Educational Needs; *Educational Research; Educational Strategies; Global Approach; Health Needs; *Health Services; Interdisciplinary Approach; *Medical Research; *Medical Services; Postsecondary Education; Research Design; *Research Methodology; Research Needs; Teaching Methods

The following papers are included: "Consortia and Collaborative Research: Getting Started" (Hansen); "Coordination of the Health Care System in the State of Michigan" (Burian, Boyden, Herbert); "Health Promotion and Disease Prevention in Allied Health" (Doiron, Douglas); "Interprofessional Collaboration in the Analysis of Public Policy" (Dunn); "Surveying Research Interests of Allied Health Professionals" (Schiller); "Interprofessional Education and Attitude Change" (Casto, Nystrom, Burgess-Ellison); "Professional Team Building as a Curricular Experience" (Von Son, Bailey); "Role-Modeling Health Promotion and Disease Prevention for Medical Laboratory Personnel" (Cornish); "Perceived Continuing Education Needs of Allied Health Department Heads" (Brunner); "Home Peak Flow Monitoring in the Asthmatic Child" (Samson, Gentlesk); "Collaborative Research on the Treatment and Prevention of Hymolytic Disease of the Newborn" (Waheed et al.); "Prospective Study of Number Eight French Feeding Tubes in the Clinical Setting" (Snyder, Horvath, Senchak); "Serological Studies on the Red Cells of a Gorilla Family" (Unsicker et al.); "The Living Laboratory: An Allied Health Collaboration with Architecture and Engineering" (Sultz); "A Model for Rural Elderly Health Needs Assessment" (Allen); "Cost Containment Strategies for the Laboratory and Their Effect on Sample Volume" (Lehman, Leiken, Fass); "Responding to the Challenges of Tomorrow: Changes in the Dissemination of Clinical Information" (Sevel); "Evaluation of Pre-treatment Fixation on the Indirect Avidin-Bioton Immunofluorescence Test for Platelet Antibodies" (Jaskowiak, Kennedy); "Evaluation of an Indirect Avidin-Biotin Complex Immunofluorescent Assay for Platelet Antibodies" (Lafrado et al.); "Critical Factors Associated with Substance Abuse and Chemical Dependency among Nurse Anesthetists" (Norris); "Occupational Therapy Intervention with Down's Syndrome Children" (Prendergast); "Platelet Utilization Review" (Waheed et al.); "Analysis of the Effects of Inhaled Diesel Exhaust on the Alveolar Intravascular and Interstitial Cellular Components of Rodent Lungs" (Wallace, Salley, Barnhart); "Graft Versus Host Disease and Lymphocytotoxic Antibodies in Bone Marrow Transplant Patients" (Williams et al.); and "Discussion and Planning for an Allied Health Research Consortium" (Snyder). (MN)

ED 289 109
CG 020 375

Suicide Prevention and Coping: A Manual for Teachers, Counsellors and Administrators.

Alberta Dept. of Education, Edmonton. Special Educational Services Branch.

PUB DATE- 87
NOTE- 23p.; For a related student booklet, see CS 020 376.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; *Depression (Psychology); Foreign Countries; *High Risk Persons; Identification; *Instructional Materials; Secondary Education; *Suicide
IDENTIFIERS- *Adolescent Suicides; Canada

This manual was designed for use by teachers, counselors, and administrators and as a supplement to other school curricula which deal with the subject of suicide. It provides for the dissemination of information beyond the student body and assists school jurisdictions with the organization of both prevention and crisis oriented plans. Section One, Understanding Adolescent Depression, contains general information on facts, myths, signs and symptoms, and resource agencies associated with suicide. Included in this section is information on dealing with the aftermath of a staff or student suicide. Section Two, Teaching Towards Suicide Prevention, presents lesson plan ideas for six concepts related to suicide: attitudes, facts and myths, signs and symptoms, communication, who can help, and bereavement. Section Three, Suggested Resources for Further Information, lists print materials, selected readings, and selected curricula for instruction in suicide awareness which teachers may find helpful. (NB)

ED 289 154
CG 020 421

Cornell, Dewey G.
Clinical Assessment of the Violent Adolescent.
PUB DATE- 6 Mar 87
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987). For related document, see CG 020 420.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; Delinquency; Elementary Secondary Education; Evaluation Methods; *Personality Traits; *Predictor Variables; *School Counselors; *Violence

School psychologists may be asked to assess potentially violent adolescents. Research on predicting violence has demonstrated that: (1) most studies show poor predictive ability; (2) clinicians tend to overpredict violence; (3) prediction is difficult because the base rate is low; and (4) the best single predictor is past violent behavior. New perspectives on predicting violence suggest that aggressiveness is surprisingly stable over time, that long-term risk is not the same as imminent danger, that situational factors must be assessed, and that there may be multiple developmental pathways to violence. A study of 72 adolescents who had committed homicide revealed important differences in the backgrounds of nonpsychotic, violent adolescents. One group, who committed violent acts in the course of other criminal activity, had a history of juvenile delinquency, school problems, and substance abuse. Another group, who committed violent acts in reaction to interpersonal conflict, were relatively well-adjusted in comparison to the crime group. They tended to have school and community adjustment problems, although they appeared to be experiencing more environmental stress at the time of their violent behavior. In assessing potentially violent adolescents, counselors should review the purpose for the assessment with the adolescent, focus on recent violent behavior, assess situational factors, plan a course of action and discuss it with the adolescent, and follow through with appropriate action after the evaluation. (NB)

ED 289 181
CS 505 726

Stacks, Don W.; Andersen, Peter A.
Toward a Holistic Neurophysiological Understanding of Intrapersonal Communication.
PUB DATE- Nov 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Processes; Cognitive Style; Communication Research; Epistemology; Learning Modalities; Models; Neurolinguistics; *Neurological Organization; Speech Communication
IDENTIFIERS- *Brain Activity; Brain Research; *Intrapersonal Communication

To further the understanding of how the brain operates at the most basic level of interest to human communication theorists, intrapersonal communication, this paper reviews the arguments against the hemispheric dominance theory and for a neurological processing style model of brain functions and then focuses on the impact of the corpus callosum (a thin band of fibers which coordinate the functions of the two hemispheres) as a feature of communication within the brain itself. Topics covered in the paper include the following: (1) the two competing perspectives on the brain--the simple left-brain right-brain view and MacLean's triune brain (reptilian, paleomammalian, and neomammalian); (2) assessment of the intrapersonal communication system by beginning at the preverbal stage; (3) the role of the brain in understanding intrapersonal communication processing; (4) modularity of brain function and intrapersonal communication; (5) interhemispheric cooperation; and (6) interhemispheric dissonance. The paper concludes that intrapersonal communication should not be regarded as either oxymoronic or all-inclusive, because the communication among brain modules--where modules may or may not interact, exert control over one another, compete, or cooperate--is indeed a form of intrapersonal communication. Seven pages of references, a table of brain functions and structures, and a diagram of the triune brain conclude the paper. (SKC)

ED 289 213
CS 505 837

Demo, Penny
The Basic Course: A Selected, Annotated Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- 87
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basic Skills; Communication Research; Communication Skills; Core Curriculum; Course Content; Course Descriptions; *Course Objectives; Course Organization; Higher Education; *Interpersonal Communication; *Introductory Courses; *Public Speaking; *Speech Communication; *Speech Instruction; Teaching Methods; Theory Practice Relationship

Defining basic speech communication courses as those public speaking, interpersonal, or communication courses that treat fundamental communication concepts, this annotated bibliography reflects the current thought of speech educators on the basic course. The bibliography consists of 27 citations, all of which are drawn from the ERIC database. (SKC)

ED 289 286
EC 201 247

News Digest, 1985.
National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 28p.
CONTRACT- G0084C3500
AVAILABLE FROM- National Information Center for Handicapped Children and Youth, Box 1492, Washington, DC 20013 (subscrption--free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Admission; *College Preparation; Coping; *Disabilities; Education Work Relationship; Elementary Education, Family Attitudes; *Family Role; *Learning Disabilities; Parent Child Relationship; Parent Materials; Parent Role; *Psychological Testing; Secondary Education; State Legislation; *Student Characteristics

Three newsletters focus on disability issues. The first provides an overview of the nature of learning disabilities (LD) and intervention approaches for the condition. Research on effective educational methods for use with LD students is reviewed for such topic areas as the transition from school to work and independent living. Suggestions for preparing LD students for college are offered, including approaches for use by high school teachers. The Massachusetts legislation barring of the use of standardized achievement tests as higher education admission criteria for students diagnosed as developmentally disabled is briefly described. The second issue addresses psychological testing of children with disabilities, focusing on infant development scales, preschool and school-age intelligence tests, special abilities tests, and personality tests. Issues involved in testing children with specific handicapping conditions are reviewed. The third issue of the newsletter presents guidelines to help parents and families find information and services, cope with stress, and prepare for the future. (CL)

ED 289 302
EC 201 263

AIDS: Acquired Immune Deficiency Syndrome; Information and Procedural Guidelines for Providing Services to Persons with AIDS/HIV. Revised.
Montana State Dept. of Health and Environmental Sciences, Helena. Health Education Bureau.
SPONS. AGENCY- Center for Disease Control (DHHS/PHS), Atlanta, Ga.
PUB DATE- Feb 87
NOTE- 71p.; Portions of appendixes contain small print. For the manual of which this is an update, see ED 281 326.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Case Records; *Communicable Diseases; Dentistry; *Disease Control; Health Services; *Medical Services; Personnel Management; *Preventive Medicine; School Policy; *Special Health Problems

This volume consists of updated information to be inserted into a Montana AIDS Project manual on providing services to persons with acquired immune deficiency syndrome/human immunodeficiency virus (AIDS/HIV), originally published in December 1985. The updates are mainly statistics and terminology, along with the addition of several new sections. The first section provides a definition of AIDS/HIV, its causes, symptomatic diseases, risk factors, prevention recommendations, diagnosis, and treatment. A section on personnel management deals with patient care assignments, accidental exposure to AIDS/HIV, and employees with AIDS/HIV. A section on dentists and dental care personnel advises the use of personal protection such as gloves and masks and careful sterilization and disinfection procedures. Other guidelines are given for: (1) preventing HIV and AIDS transmission during perinatal care and invasive procedures; (2) providing dialysis treatment to infected patients; (3) dealing with infected children in schools and day care centers; and (4) reporting requirements, confidentiality, and public relations. Appendices provide information from the Centers for Disease Control on the case definition of AIDS for national reporting, and prospective evaluation of exposed health-care workers. (JDD)

ED 289 318
EC 201 279

Cress, Cynthia J., Comp.
Bibliography of Vocabulary Frequency and Wordset Analysis Studies. Version 2.0.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 45p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For related documents, see EC 201 271-280.
GRANT- G00830045
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Communication Aids (for Disabled); Difficulty Level; *Disabilities; *Letters (Alphabet); Readability; Speech Communication; Syllables; *Vocabulary; Vocabulary Development; *Word Frequency; *Word Lists; Written Language

This bibliography provides citations to studies of word/letter frequencies and vocabulary applications based on issues of word frequency. While the original intent was to gather information pertinent to developing communication board vocabularies for argumentative communication systems, these resources should be useful for a variety of word frequency applications, including developing social resources and textbooks, estimating relative difficulty of sets of words, developing core vocabulary lists, etc. Its contents include: "Spoken Production Data," "Text Analysis--Original Word Frequency Data," "Comparison/Compilation of Other Frequency Studies," "Vocabulary Frequency Information for Special Populations," "Technical/Specialized Word Frequency Studies," "Diary-Based Vocabulary Studies," "Letter/Syllable Frequency Analysis," "Semantically-Based Frequency Analysis," "Methods and Theories of Vocabulary Frequency Analysis," "Differences in Word Frequency and Use by Communicative Mode," "Bibliographies/Reviews of Vocabulary Frequency Studies," "Selected Master's Theses Related to Word Frequency Analysis," and "Ph.D. Dissertations and Unpublished Papers Related to Vocabulary Frequency." (JDD)

ED 288 972
CE 047 986

Lankard, Bettina A.

Orientation to the World of Work. Work Skills. Connections. School and Work Transitions.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 38p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB01--$15.00; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Choice; *Career Education; *Decision Making Skills; Educationally Disadvantaged; Education Work Relationship; *Employment Potential; Employment Practices; Job Search Methods; *Job Skills; Learning Activities; Motivation; *Needs Assessment; Occupational Information; Secondary Education

This instructional packet is one of the components of "Work Skills," a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This packet introduces students to the rationale and benefits associated with meaningful work and helps students analyze, plan, research, and decide why and how they will work. The four sections of the guide help students identify their needs and wants, learn about ways work can help them satisfy those needs and wants, match job facts to their personal and work goals, and make decisions about the career and job paths they will follow. Sections contain information, questions, activities, and short case studies to lead students through the career decision-making process. (KC)

ED 289 026
CE 049 183

Competency-Based Testing for Occupational Students: A Resource Guide. Competency-Based Vocational Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-248-1
PUB DATE- 88
NOTE- 60p.; For other guides in this series, see ED 276 872-873.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; Administrator Guides; Behavioral Objectives; *Competency Based Education; *Criterion Referenced Tests; *Information Sources; Learning Activities; Learning Modules; Secondary Education; Testing Programs; Test Reviews; *Test Selection; *Vocational Directors; *Vocational Education

This guide is intended to provide vocational administrators with general information about the current state of competency-based test development and specific information about selected products and services that are available or under development. The general information section deals with the types of test products and services that are available (occupation-specific tests, item banks, cognitive tests, performance tests, affective measures, and scoring services), access options (purchase, cost recovery, exchange, consortium membership, testing services, and restrictions), criteria for selecting tests (validity, reliability, criterion-referenced format, appropriateness, currency, local relevance, and convenience and usefulness for local purposes), and procedures for obtaining information (contained in computer databases and print-based resources) about products that are not included in the guide. Specific information is presented in the form of source abstracts describing currently available products and services and an occupation index that cross-references test titles and sources. (MN)

ED 289 067
CE 049 296

Molek, Carol
Math Ready Exercises. "Ready-Set-ABE" To Ease Students' Transition into ABE Level Studies.
Tuscarora Intermediate Unit #11, McVeytown, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE- 27 Jun 87
NOTE- 50p.; For related documents, see CE 049 294-298.
CONTRACT- 98-7023
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Articulation (Education); Basic Skills; Behavioral Objectives; Decimal Fractions; *Developmental Programs; Fractions; Learning Activities; Literacy Education; *Mathematics Skills; *Problem Solving; Skill Development;

*Transitional Programs; Tutoring; *Word Problems (Mathematics)
IDENTIFIERS- 310 Project

This booklet is intended to assist tutors in helping transitional and low-level adult basic education (ABE) students acquire the math skills required to make a successful adjustment to regular ABE classes. The exercises provided are intended primarily for use in student-tutor learning teams, with students gradually completing greater portions of the exercises on their own as they become increasingly self-directed. Major emphasis is given to solving word problems. Materials are provided on approaching word problems, finding key words, key words typically associated with each of the four arithmetic operations, the importance of thinking carefully and logically, techniques for drawing diagrams to solve word problems and breaking them up into smaller parts, and the importance of using common sense when solving math word problems. Guidelines and exercises dealing with solving problems involving whole numbers, fractions (mixed and simple), and decimal fractions are also included. A 115-item bibliography concludes the document. (MN)

ED 289 096
CG 020 362

Lusk, Pamula J.; And Others
Counselor Adequacy in Special Education.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Attitudes; *Counselor Qualifications; Counselor Role; *Counselor Training; *Disabilities; Exceptional Persons; High Schools; Public Schools; *School Counselors; *Special Education; Student Characteristics; Student Needs

The law has mandated the inclusion of handicapped children in all appropriate programs of public education, including school counseling programs. A lack of preparation in the area of special education on the part of the school counselor could decrease the effectiveness of school counseling for handicapped students. A study was conducted to survey the amount of contact counselors had with exceptional students, the relationship between self-perceived counselor effectiveness and special education background, and the willingness of counselors to seek additional training in special education in order to feel more effective. Questionnaires addressing these issues were completed by 91 high school counselors. The results revealed that the majority of respondents were not working with significant numbers of special education students. Counselors who reported feeling adequately prepared to work with these students were as likely to have taken one or more special education courses as were those who did not feel adequately prepared. Almost one-half of the respondents indicated they would not be interested in taking special education coursework to increase their effectiveness in working with exceptional students. (NB)

ED 289 139
CG 020 406

Legislation on Crimes against Children. Report No. 7 to the 1987 Legislature.
Wisconsin State Legislative Council, Madison.
PUB DATE- 21 Apr 87
NOTE- 27p.; For related documents, see CG 020 407-414.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Adolescents; *Child Abuse; Child Custody; Children; *Childrens Rights; *Crime; *Legal Responsibility; *Sexual Abuse; *State Legislation; Victims of Crime
IDENTIFIERS- *Wisconsin

This document contains information relating to the 1987 Wisconsin State Senate Bill 203 which reorganizes existing crimes against children located throughout the criminal code into a separate chapter of that code relating solely to crimes against children. Part I explains key provision of the bill, noting that the bill would restate the child victim age categories in the sexual assault statute, revise several existing crimes against children, expand some current statutes, and create some new crime classifications. Part II describes committee activity, including assignment, summary of meetings, committee and council votes, and staff materials. Part III provides a description of the 1987 Senate Bill 203, giving the bill's background and explaining the six major provisions of the bill: (1) child abuse; (2) sexual offenses; (3) adult responsibilities; (4) abduction and custody; (5) regulatory offenses; and (6) limitations. Part IV gives committee recommendations for revisions in the general obscenity statute, the definition of "sexual contact" and the penalty for controlled substances violations, and privacy protection for child victims. Committee materials are appended. (NB)

ED 289 196
CS 505 820

Semlak, William D.; Cutbirth, Craig W.
Argumentation and Debate: A Selected Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 82
NOTE- 5p.; Small print.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Communication (Thought Transfer); Competition; *Debate; Judges; Motivation Techniques; *Persuasive Discourse; Public Speaking; Rhetorical Invention; Speech Communication
IDENTIFIERS- Debate Coaches; Debate Strategies; *Debate Theory; National Debate Topic; National Debate Tournament

The 33 sources cited in this annotated bibliography are intended for forensics coaches and participants. References are organized as follows: the philosophy, rationale, and mechanics of forensics education; major theoretical works and textbooks; and issues related to theory and practice. Information on "ERIC First Analysis," a publication of the national high school debate topic resolutions published in conjunction with the Speech Communication Association, is also included. (JC)

ED 289 229
EA 019 740

Askling, Berit
Who Exerts Influence on Educational Changes--In Theory and in Practice?
PUB DATE- Apr 87
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Educational Change; Educational Improvement; *Educational Policy; *Educational Practices; Educational Trends; Foreign Countries; Higher Education; *Nursing Education; Politics of Education; Professional Education; *Teacher Education
IDENTIFIERS- *Sweden

This paper discusses some practical and theoretical aspects and problems of curriculum change and reform with a focus on the formal and informal power structure in professional Swedish education. Special attention is also paid to how teachers use a widened scope of action in curriculum planning and setting standards. It explains the formation of an integrated higher educational bureaucracy unified by educational institutions and programs, including but not limited to teacher and nursing education. Reform and change are characterized by decentralization, professional standard setting, interdisciplinary research, a unified formalized admission system, local decision-making and control, application of knowledge examinations, the promotion of professional development, and a diffusion of political power and influence in educational policy among teachers, students and special interest groups. Five pages of notes and references are appended. (JAM)

ED 288 997
CE 048 962

Women and Employment. A Missouri Profile. Summary Handbook.

Institute of Applied Research, St. Louis, MO.
SPONS. AGENCY- Missouri State Council on Women's Economic Development and Training, Jefferson City.
PUB DATE- Jun 87
NOTE- 44p.
CONTRACT- 700839
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Demography; Educational Needs; Educational Opportunities; *Employed Women; Employment Level; *Employment Patterns; Employment Practices; *Employment Problems; Employment Programs; Employment Services; *Job Training; *Labor Market; Postsecondary Education; Regional Characteristics; Sex Differences; *State Surveys
IDENTIFIERS- *Missouri

A study examined the barriers that Missouri women encounter when trying to gain access to better-paying jobs; trends in women's employment status in the state; and the services that women receive from the state's existing employment, training, and supportive services. A total of 2,104 women were contacted through a random statewide household telephone survey of women who are working or have worked and questionnaires that were mailed to women in employment, training, and vocational programs across the state; in addition, 230 interviews were conducted in face-to-face or small group situations. More than one in four respondents reported serious problems in finding out about job openings, nearly one in five reported employment barriers arising from family responsibilities (especially problems in obtaining suitable child care), nearly one in five reported serious problems associated with a lack of education and/or work experience, and nearly one in eight reported problems related to inadequate job benefits. Labor market data indicated that nearly two-thirds of the employed women in Missouri tend to occupy a rather narrow range of traditionally female-dominated occupations, and women appeared to earn less than their male counterparts in practically every occupational category. Although federally and state-funded employment and training programs have benefitted many women throughout the state, many of those who need these services most remain ineligible for them or are not considered appropriate clients. (MN)

ED 289 011
CE 049 057

O'Rourke, B. T.

Application of "Principles" of Adult Development and Learning to Distance Education. Working Papers in Distance Education No. 2.

Queensland Univ., Brisbane (Australia). Div. of External Studies.
PUB DATE- Oct 81
NOTE- 12p.; Discussion paper presented at a seminar at the University of Queensland (Brisbane, Australia, August 1981).
AVAILABLE FROM- School of External Studies and Continuing Education, University of Queensland, St. Lucia, Queensland, Australia 4067 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Adult Learning; Andragogy; Developed Nations; *Developmental Psychology; *Distance Education; *Educational Research; Foreign Countries; Psychological Studies; *Research Utilization
IDENTIFIERS- Australia (Queensland)

The theoretical fields of adult developmental psychology and andragogy provide some principles or rules for action that may lead to useful improvements in course organization and teaching methodology. An analysis of the principles and the likely effects of their implementation has led to the following speculation: principles that are not likely to disrupt bureaucratic structures within distance education when applied are more likely to be accepted; principles viewed as being potentially disruptive to the power and professional exclusivity of the bureaucracies of administrators and teachers will almost certainly be rejected. Students would benefit from the application of the principles identified. Distance educators have demonstrated that they have the welfare of their students at heart. They must be willing to adopt and implement those outcomes of research that will almost certainly come into conflict with the standardizing, ordering, and controlling practices of the bureaucratic system. (YLB)

ED 289 053
CE 049 278

McKinney, Floyd L.; And Others
Factors Influencing the Success of Secondary/Postsecondary Vocational-Technical Education Articulation Programs.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

Washington, DC.
PUB DATE- 88
NOTE- 137p.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); Goal Orientation; *Institutional Cooperation; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; *Success; *Vocational Education

A study determined the degree of success that institutions achieve in meeting their articulation program goals. Data were collected through literature review, questionnaires to 462 secondary and postsecondary institutions, and visits to five exemplary articulation sites. Study respondents reported that they were most successful in reaching the articulation goals of program improvement and increased service to students. Increased service to employers and student retention were moderately successful outcomes. The study also identified factors contributing to institutions being able to achieve their outcomes: articulation as a high priority of state education officials; effective interpersonal relations; strong commitment by local administrators; open communication channels; well-written, carefully planned articulation agreement; modest goals; initial and continuing commitment and leadership by key institutional personnel; effective local leadership; well-developed curricula; remediation services; transportation services; program promotion; and impartial program coordination. Recommendations were made for practitioners regarding key factors to consider when implementing articulation programs or modifying such programs. (The instrument is appended.) (YLB)

ED 289 124
CG 020 390

Stiles, Deborah A.
Understanding Troubled Young Adolescents Who Have Problems at School: Case Studies.
PUB DATE- 87
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; Behavior Theories; Case Studies; *Counseling Techniques; *Counseling Theories; Counselor Training; Developmental Psychology; Elementary Secondary Education; Higher Education; *Instructional Materials; Nondirective Counseling; Psychiatry; Systems Approach; Teacher Education; *Theory Practice Relationship

This document contains case studies of troubled adolescents and is intended for use by educators for discussions, especially in in-service and graduate programs. Case studies of 10 young adolescents are presented, each followed by a set of questions drawn from a psychological theory. To help new practitioners who may have difficulty connecting theory with practice when they begin to counsel, evaluate, or teach adolescents, this document shows how five psychological approaches can be used to understand and help adolescents who are experiencing emotional and behavioral problems at school. The first chapter presents a case study and provides an introduction to the nine other studies presented in the book. Each of the remaining five chapters focuses on a specific psychological approach and includes case studies to illustrate each approach. The psychological approaches presented in the book are: (1) psychoanalytic; (2) developmental; (3) person-centered; (4) behavioral; and (5) systems/ecological. References are included. (NB)

ED 289 214
CS 505 838

Casmir, Fred L.
International, Intercultural Communication: Selected Annotated Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- Feb 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communication Research; Cross Cultural Studies; *Cross Cultural Training; Cultural Awareness; *Cultural Differences; Cultural Traits; Culture Contact; *Information Theory; Interaction; Interaction Process Analysis; *Intercultural Communication; *Intercultural Programs; International Relations; Multicultural Education; Public Policy; Public Relations; Second Language Learning

Designed to assist the student, scholar or practitioner interested in the role of culture in communications and human organization, this annotated bibliography cites sources since 1972 on intercultural and international communication. The 78 references are organized as follows: (1) books (including general handbooks for training sojourners or expatriates and those who work with them, anthologies of studies on teaching and intervention, teaching guides and class curricula, guides for developing intercultural awareness, translation guides, surveys of bilingual education, and other general works); (2) articles (including studies of internationally oriented education, analyses of international public relations and policies, and summaries of research on intercultural aspects of values, adjustment, cultural difference, integration, commerce, and work); and (3) ERIC documents (covering education and training in developing nations, development of intercultural communication theories, course curricula, and reviews of research). Most of the publications cited include bibliographies. (JG)

ED 289 242
EA 019 773

Self-Evaluation Manual for School Business Management.
Pennsylvania Association of School Business Officials, Harrisburg.
PUB DATE- Jun 87
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Principles; *Administrator Evaluation; Administrator Guides; Data Processing; Educational Finance; Efficiency; Elementary Secondary Education; Evaluation Methods; Financial Audits; Food Service; Money Management; *Occupational Information; Personnel Management; *Professional Development; Purchasing; Recordkeeping; Records (Forms); School Accounting; *School Business Officials; School Funds; *Self Evaluation (Individuals); Student Transportation
IDENTIFIERS- Risk Management

To augment the Pennsylvania Association of School Business Officials in the establishment of the highest standards and practices in school business administration, this manual provides an evaluation instrument of school business functions. Each of the 18 self-evaluation chapters is structured to be used independently and may be utilized in any sequence. Each item is set forth as a positive statement with a positive response expected to indicate completion or compliance. In addition, the evaluator may indicate a negative response or note that the statement is not applicable. Each statement also contains a citation to a reference source and a one-line comment space. Finally, each section of evaluation statements is preceded by a one-page summary of the topic. The chapter topics are as follows: (1) Budget and Financial Planning; (2) Accounting; (3) Auditing; (4) Debt Management; (5) Cash Management and Investments; (6) Purchasing and Supply Management; (7) Student Activity Funds; (8) Disposing of Surplus Property; (9) Food Services; (10) Supervision of Support Personnel; (11) Transportation of Pupils; (12) School Plant Planning and Construction; (13) Operation and Maintenance of Plant; (14) Personnel Management Records; (15) Risk Management; (16) Board Policies and Administrative Procedures; (17) Data Processing; and (18) Retention of Records. (MLF)

ED 289 269
EC 201 209

Parent Resource Directory for Parents and Professionals Caring for Children with Chronic Illness or Disabilities. 1st Edition.
Association for the Care of Children's Health, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Feb 87
NOTE- 95p.
GRANT- MCJ-113793-01-0
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Resources; *Disabilities; *Diseases; *Family Programs; *Parent Materials; Parent Participation; *Social Support Groups

The purpose of this directory is to facilitate networking and collaboration among those caring for or providing support services to children with chronic illness or disabling conditions. It is hoped that this directory will enable parents to identify other parents who share their interests and concerns, as well as assist professionals in locating parents whose skills and expertise can assist them in improving community support for children with special needs and their families. The directory, which includes a section for Canada, is organized by state and province under which parents are listed alphabetically. Information provided for each parent includes name, address, telephone numbers, child's or children's disability, group affiliation, health care facility where child receives majority of care, the parent's skills and interests, the parent's experiences in promoting a family-centered approach to health care, the parent's profession, and the year(s) during which the parent has participated in the association's Parent Network meetings. Indexes are provided for parents' names and for disabilities. (VW)

ED 289 335
EC 201 296

Seidenberg, Pearl L.
Social and Personal Characteristics of the Learning Disabled: Limitations and Implications for the Adolescent and Young Adult. Position Paper Series: Document No. 9.
Long Island Univ., Brooklyn, NY.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 19p.; A part of the Transition Project, Learning How to Learn: A High School/College Linkage Model to Expand Higher Education Opportunities for Learning Disabled Students. Portions contain light type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Interpersonal Communication; *Interpersonal Competence; *Interpersonal Relationship; *Learning Disabilities; Motivation; Peer Relationship; Research Needs; Self Concept; Self Esteem; *Social Adjustment; Young Adults

The paper examines current research on the social and personal competence of learning disabled (LD) adolescents and young adults, revealing two major lines of inquiry: (1) interpersonal environment (perceptions by others, sociometric status, social behavior deficits, verbal and nonverbal communication skills), and (2) affective status (self-concept, motivational patterns). Major limitations are identified to include the practice of studying LD subjects as a homogeneous population (masking their heterogeneity), and the lack of a conceptual model for clarifying the components and/or skills involved in social and personal functioning. An emphasis on subtypes of learning disabilities and a component analysis of social and personal competencies as they relate to specific settings are recommended in order to generate new and relevant research which can pinpoint individual needs more precisely. A 65-item reference list is appended. (JW)

ED 288 961
CE 047 975

Halasz, Ida M.; Desy, Jeanne
Technique for Management: Time for Learning. BASICS: Bridging Vocational and Academic Skills.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 61p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 969-978.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300EB--$7.50; complete BASICS set, SP300--$198.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Academic Education; *Basic Skills; Educational Improvement; *Integrated Activities; Integrated Curriculum; Postsecondary Education; Productivity; Secondary Education; Time Factors (Learning); *Time Management; *Time on Task; *Vocational Education
IDENTIFIERS- Productivity Improvement

This handbook provides guidelines for enhancing the use of time in secondary and postsecondary vocational-technical classes. It is intended to guide teachers, administrators, supervisors, inservice coordinators, and teacher educators through conducting time-use analysis. It is part of BASICS, a package of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. Since the information is broadly applicable, a prologue focuses the application of the information for the specific purpose of strengthening basic skills. It suggests ways for vocational and academic teachers to employ time-use analyses together to improve the productivity of their classes. Chapter 1 describes the purpose of the handbook and defines key concepts. Chapter 2 provides background on time use in education, including highlights from research and studies of vocational-technical classes. Chapters 3-5 each discuss one of the three stages of time-use analyses: discover how time is used, decide what change is needed, and change day-to-day practice. An example of a time-use analysis is used throughout to illustrate the use of an observation form and five worksheets. An appendix contains the reproducible forms. (YLB)

ED 289 155
CG 020 422

Fenwick, John C.; And Others
The Information Manual: A Guide for Members of Community Support Programs in the State of Kansas.
Kansas State Dept. of Social and Rehabilitation Services, Topeka.
PUB DATE- 86
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Community Services; *Information Needs; Interpersonal Communication; *Mental Disorders; *Patient Education; *Questioning Techniques; *Social Support Groups
IDENTIFIERS- *Kansas

This manual was written to empower and inform the members of community support programs in the state of Kansas. A community support group is defined as a supportive community of people which works together in partnership to help each other master the symptoms of mental illness and develop healthy and meaningful lives. The manual was designed to be used in relationship with fellow community members, especially with case managers, and was written in a question-and-answer format to give the user a basis from which to ask questions of his case manager, psychiatrist, or other helping professional. The manual is organized into several sections and questions and answers are given in the areas of: (1) mental illness; (2) treatment; (3) patient rights; (4) self-help; and (5) life style. Also included in the manual are a Personal Resource Guide to be completed by the user, a list of recommended reading, a bibliography, and a blank page for notes. (NB)

ED 289 168
CS 210 852

Mickler, Martha Jan
A Study of Teacher Application and Knowledge of the Components of a Research-Based Model of Spelling Instruction.
PUB DATE- Nov 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Educational Strategies; Elementary Education; Research and Development; Spelling; *Spelling Instruction; *Teacher Attitudes; Teaching Methods; *Teaching Models
IDENTIFIERS- *Instructional Models

A study focused on the development of a research-based model of spelling instruction by synthesizing 20 instructional strategies from 144 empirical studies found in scholarly literature, in which spelling procedures were tested in controlled settings. In addition, the study investigated three research questions: (1) the extent to which elementary school teachers report having used each of the strategies in classroom instruction; (2) the extent to which teachers' views reflected research-supported strategies; and (3) the extent to which grade level, professional training, and professional experience contribute to the relationship between teachers' views and their reported classroom practices. Subjects, 170 Georgia elementary and special education teachers, were twice administered a questionnaire drawn from the research-based instructional strategies, first to test the teachers' reports of their use of the 20 instructional strategies, and second, to test their views about whether these strategies should be incorporated into their classroom instruction. Results indicated that, of the 20 strategies, 8 were reported as being used and favored, while 1 was reported as being used but not favored. Additionally, the teachers indicated a research-based view of six strategies, but did not integrate those views into their classroom practices. Finally, teachers revealed classroom practices and professional views that conflicted with five research-based strategies. Findings also suggest that the discrepancies between teacher practices and views were not attributable to grade level or professional training and experience. (References are attached.) (NKA)

ED 289 255

EA 019 800

Miklos, Erwin
Reforming the Educational Administration Curriculum.
PUB DATE- Nov 87
NOTE- 26p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; Educational Change; Education Courses; Foreign Countries; *Graduate Study; Higher Education
IDENTIFIERS- Conceptual Approach; Conceptual Integration

This paper discusses the conceptual reform of university-based graduate level administrator preparation programs. The functionalist, interpretative, and critical approaches to social science have important implications for the study of motivation, decision-making, communication and leadership. Interpretative and critical approaches must be woven into the fabric of the present functionalist approach which undergirds course content in the study of educational administration. These approaches will create appropriately new paradigms and models for the analysis of selected administrative processes. (JAM)

ED 289 287
EC 201 248

News Digest, 1986.

National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 86
NOTE- 18p.
CONTRACT- G0084C3500
AVAILABLE FROM- National Information Center for Handicapped Children and Youth, Box 1492, Washington, DC 20013 (subscription--free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Behavior Change; Behavior Modification; *Communication Skills; *Community Programs; *Disabilities; Elementary Secondary Education; *Financial Support; Group Homes; *Interpersonal Competence; Respite Care

Two newsletters focus on alternatives for community living and approaches to teaching social skills to children and youth with disabilities. The first issue provides information on some family support services and community-based living arrangements that are currently available for children with severe and profound handicaps or chronic illnesses. Funding through federal and state governments is described along with private medical insurance and funding through private sources. Also discussed are types of respite care (such as parent cooperatives and group respite care residences) and such community based living arrangements as teaching homes and group homes. The newsletter on social skills introduces methods for changing children's behavior and helping them acquire interpersonal skills. Basic principles for changing behavior are listed, and three methods--the behavioral method, the modeling method, and the instruction and practice method--are explained. Techniques for encouraging nondisabled children to develop relationships with disabled peers are also noted. (CL)

ED 289 082
CE 049 321

Smith, Christopher A.; And Others
Systems Analysis.
Goodwill Industries of America, Inc., Washington, D.C.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-69-0
PUB DATE- 87
NOTE- 58p.
AVAILABLE [illegible]- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Long Range Planning; Postsecondary Education; Program Administration; *Program Evaluation; *Rehabilitation Centers; *Rehabilitation Programs; Secondary Education; *Systems Analysis; Vocational Education; *Vocational Rehabilitation

This manual presents facility administrators with basic information on the analysis of systems operating in their organizations in order to provide effective long-range planning for rehabilitation programs. It provides a format for analyzing flow patterns and shows how systems analysis can be used to improve administrative decisions. Chapter 1 proposes a working definition of a facility system and examines the role of facilities within larger community systems. Chapter 2 examines the types of systems and the most likely system organization in facilities. Chapter 3 discusses system dynamics. In chapter 4 the major system processes are explained. Chapter 5 presents the analysis of systems and their processes. Finally, in chapter 6, the process of integrating a systems analysis process with facility program evaluation and long-range planning is outlined. A listing of systems analysis resources is appended. (YLB)

ED 289 110
CG 020 376

Understanding Depression and Suicide. Student Booklet.
Alberta Dept. of Education, Edmonton. Special Educational Services Branch.
PUB DATE- 87
NOTE- 12p.; For a related practitioners' manual, see CS 020 375.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; *Crisis Intervention; *Depression (Psychology); Foreign Countries; *High Risk Persons; Secondary Education; Secondary School Students; *Suicide
IDENTIFIERS- *Adolescent Suicide; Canada

This booklet was developed to provide students with some basic information on suicide. It describes the symptoms of depression and discusses the relationship between depression and suicide. Several important warning signs which may indicate that a person is considering suicide are presented, including physical, emotional, and behavioral signs. Myths and truths about suicide are examined. Fifteen general guidelines are provided to assist the student in dealing with such a situation. A general list of persons who might be able to provide suicide intervention is given and a list of resource agencies is included. (NB)

ED 289 140
CG 020 407

Goodwin, Susan
Child Support Law in Wisconsin. Information Memorandum 86-22.
Wisconsin State Legislative Council, Madison.

PUB DATE- 8 Dec 86
NOTE- 19p.; For related documents, see CG 020 406-414.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Adolescents; Children; Childrens Rights; *Child Welfare; *Financial Support; Law Enforcement; *Legal Responsibility; *Parent Responsibility; *State Legislation
IDENTIFIERS- *Child Support; *Wisconsin

This document provides information on the current status of Wisconsin's laws relating to child support. It describes current law incorporating changes enacted in 1985 Wisconsin Act 29 which have already taken effect, several changes enacted by Act 29 which do not take effect until July 1, 1987, changes which will take effect upon passage of a budget act, and proposed administrative rules establishing a percentage-of-income standard for determining levels of child support. Part I concerns child support orders, examining the definition of support, support orders, receipt of support, maintenance and family support payments, and modification of support order. Part II concentrates on determining the amount of support, examining both current and new methods of determining support. Part III looks at payment of child support under current law and contains sections on general payment, income assignment, a pilot program for automatic withholding of support, and mandatory income withholding under new legislation. Part IV describes enforcement of support orders, discussing preventive measures, civil remedies, criminal sanctions, and the revised Uniform Reciprocal Enforcement of Support Act. (NB)

ED 288 973
CE 047 987

Lankard, Bettina A.
Prepare for the Job Search. Work Skills: Job Search Skills Competency 1.0. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 53p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB02--$15.00; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; Career Education; Competency Based Education; Decision Making Skills; Educationally Disadvantaged; Education Work Relationship; *Employment Potential; Employment Practices; Employment Qualifications; Job Applicants; *Job Application; *Job Search Methods; *Job Skills; Learning Activities; Learning Modules; Motivation; Needs Assessment; *Resumes (Personal); Secondary Education

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This competency booklet covers three tasks needed to prepare for the job search: choosing a job and preparing for employment, compiling information for applications and resumes, and preparing the resume. Each task is coordinated with operational units, a performance objective, and a step-by-step procedure for performing the task as well as suggestions for evaluation. Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (KC)

ED 288 985
CE 048 001

Liming, Roxi A.; Warmbrod, Catharine A.
OPTIONS. Expanding Educational Services for Adults. The Educator's Guide.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 54p.; For related documents, see CE 048 002-008.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP500A--$5.25; complete OPTIONS set, SP500--$174.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Adult Programs; *Career Change; Career Guidance; Curriculum Development; Demography; Educational Needs; Entrepreneurship; *Futures (of Society); Job Training; Literacy Education; Postsecondary Education; *Program Content; Program Development; *Retraining; Special Programs; Technological Advancement

This guide is intended to acquaint postsecondary-level administrators, instructors, and counselors with the background, philosophy, components, structure, and use of the OPTIONS program. The first section discusses recent and likely demographic changes that will affect postsecondary education and the work force. It explains the role of the OPTIONS program as a way of preparing workers for rewarding employment in a labor market subject to rapid, unpredictable changes caused by rapid technological advancement. Linking with employers and developing a curriculum in response to change are examined next. Adult career guidance, entrepreneurship education, and literacy enhancement for adults are covered in a section on special services for adult learners. Case studies of programs serving adults and guidelines for using OPTIONS are provided. A 6-page list of documents that have served as source materials in the development of the OPTIONS program are included along with a 17-page list of related readings dealing with linking with employers, developing curricula, and providing special services to adult learners. (MN)

ED 289 027
CE 049 184

Norton, Robert E.; Harrington, Lois G.
Administrator Competency Study: A National Identification and Verification of the Competencies Important to Secondary and Postsecondary Administrators of Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
PUB DATE- 87
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Qualifications; *Administrator Responsibility; Curriculum Development; Instructional Materials; Job Analysis; Material Development; National Surveys; Postsecondary Education; Secondary Education; *Technical Education; *Vocational Directors; *Vocational Education
IDENTIFIERS- DACUM Process

A study was conducted on a national basis to identify and verify the competencies needed by administrators of secondary and postsecondary vocational and technical education programs. The survey instrument used in the study was developed at a 3-day Developing a Curriculum (DACUM) workshop that was attended by 11 expert secondary and postsecondary administrators from 6 states.

The DACUM committee identified 210 tasks that were eventually clustered into 12 duty areas. The questionnaire was then sent to 188 administrators, 128 of whom returned usable questionnaires. Of the 210 task statements included on the questionnaire, 201 were verified as being important. A group of 35 new task statements was selected to form the basis for developing additional competency-based modules and guides for use by vocational-technical education administrators. This report consists of a detailed description of the validation study and 11 appendixes which make up the bulk of the document. These include the Administrator Task Inventory; a summary of the administrators' responses in terms of the perceived importance and difficulty of each of the tasks; competencies important to local vocational education administrators; significant differences in the importance of administrative tasks as perceived by (1) secondary- versus postsecondary-level administrators, (2) vocational administrators versus administrators of both general and vocational programs (with no distinction between administrators of secondary and postsecondary programs), (3) vocational administrators versus administrators of both general and vocational programs at the secondary level, and (4) vocational administrators versus administrators of both general and vocational programs at the postsecondary level; and recommended additions and modifications to the task statements. (MN)

ED 289 068
CE 049 297

Molek, Carol

Ready Ready Exercises. "Ready-Set-ABE" To Ease Students' Transition into ABE Level Studies.

Tuscarora Intermediate Unit #11, McVeytown, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE- 27 Jun 87
NOTE- 76p.; For related documents, see CE 049 294-298.
CONTRACT- 98-7023
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Articulation (Education); Basic Skills; Behavioral Objectives; *Developmental Programs; Learning Activities; Literacy Education; *Reading Comprehension; *Reading Skills; *Reading Strategies; Skill Development; *Transitional Programs; Tutoring
IDENTIFIERS- 310 Project

This booklet is intended to assist tutors in helping transitional and low-level adult basic education (ABE) students acquire the reading skills required to make a successful adjustment to regular ABE classes. The exercises provided are intended primarily for use in student-tutor learning teams, with students gradually completing greater portions of the exercises on their own as they become increasingly self-directed. Exercises are provided to help students learn to read and comprehend simple narrative and factual paragraphs, recipes, bar graphs, charts consisting entirely of illustrations and charts containing numerical material, maps, explanations given in the form of multiple-column lists, and diagrams typically appearing in textbooks. A sizable portion of the exercises is intended to help students learn to handle the types of multiple-choice, short-answer, fill-in-the-blank, matching, puzzle, and true-false exercises that are typically encountered in classroom situations. A 115-item bibliography concludes the document. (MN)

ED 289 097
CG 020 363

Bloland, Paul A.

A Student Affairs Perspective on Intercollegiate Athletics.

PUB DATE- Jun 87
NOTE- 19p.; Paper presented at the National Conference on Student Affairs and the Student Athlete (Los Angeles, CA, June 8-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletes; College Athletics; *College Students; Higher Education; *Student Development; Student Needs; *Student Personnel Services; *Student Personnel Workers

In the area of college athletics, the chief concern of the student affairs professional is the relationships which ought to exist between institutions as represented by the division of student affairs and the student athlete. The athlete faces the same set of academic and social demands that the non-athlete faces in addition to the unique demands of athletics. The development of a student affairs perspective might be preceded by axioms reflecting the academic mission of a university and the mission of student affairs, the out-of-class environment and personal circumstances of students, and recognition that athletes are also students. Athletes as students face many difficulties, including the demands of intercollegiate athletics, the stress of athletics, and the risk of being developmentally short-changed. The relationship between student affairs and athletes and the athletic program should follow these principles: (1) student affairs has the same general responsibility to athletes as it does to other students; (2) institutions should provide special services to the student athletes including an academic athletic advisor to help them surmount the pressures created by athletic demands; (3) athletes should be a part of the mainstream of student life; (4) athletes should have the same rules as other students; (5) equity should be extended to women's athletics; and (6) the physical fitness of all students must equate with that of the varsity athletes. The task is not to make parallel services for athletes, but to make sure the athlete is aware of these services and encouraged to use them. (ABL)

ED 289 182
CS 505 728

Litterst, Judith K.
Observation Projects: People-Watching for Fun and Learning.
PUB DATE- Sep 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Association of Minnesota (Northfield, MN, September 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Data Collection; *Educational Trends; Evaluation; Group Dynamics; Higher Education; *Interpersonal Communication; Learning Processes; Learning Strategies; *Observational Learning; Research Methodology; Secondary Education; Student Participation; *Teaching Methods

In keeping with the trend toward active, participative learning, observation projects for speech communication students can allow them to experiment with designing and carrying out a study of human communication. Students can be encouraged to look at the dynamics of a church congregation, a courtroom, a pre-game football huddle, or an office, and try to interpret the types of communication behavior they see. Moreover, they can be encouraged to connect their observations with research literature they read. While observation projects may have their drawbacks, such as interfering with or influencing the communication being observed, they are invaluable for making learning meaningful. Teachers can help produce higher quality projects if they do the following: (1) provide students with helpful observation techniques and collection methods, and reinforce the importance of the observation record; (2) anticipate and discuss with students the frustrations of this type of research; (3) take a nondirective approach to criticism of projects; (4) provide periodic guidance, including conferences with students having difficulties; (5) require periodic progress reports; (6) have students prepare an annotated bibliography; and (7) provide students with guidance in organizing the written report. Such projects can give students skills, attitudes, and knowledge that govern behavior beyond their school years. (One note and eighteen references are included.) (JC)

ED 289 197
CS 505 821

Friedman, Paul G.
Oral History: An Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.;
Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 82
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; Audiotape Recordings; Elementary Secondary Education; Family History; Information Sources; Interpersonal Communication; Interviews; *Memory; *Oral History; *Personal Narratives; Primary Sources; Research Tools; *Social History
IDENTIFIERS- *Historical Research; Oral Journals; Oral Literature

Defining oral history as a method of inquiry by which the memories of individuals are elicited, preserved in interview transcripts or on tape recordings, and then used to enrich understanding of individuals' lives and the events in which they participated, this annotated bibliography provides a broad overview and a sampling of the resources available to researchers and practitioners interested in oral history. The citations are divided into six topics: guides for developing oral history projects; biographical research using oral history; using oral history as a teaching tool; oral history and the elderly; oral history and family heritage; and popular books using oral history. (NKA)

ED 289 230
EA 019 743

Galante, Susan; And Others
Basic School Law. School Library Series, Volume 1.
New Jersey School Boards Association, Trenton.
REPORT NO.- ISBN-0-912337-04-4
PUB DATE- 84
NOTE- 173p.; For previous edition, see ED 159 763.
AVAILABLE FROM- Publication Sales, New Jersey School Boards Association, P.O. Box 909, Trenton, NJ 08605 ($9.95, prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board of Education Policy; Board of Education Role; *Compliance (Legal); Court Litigation; Educational Environment; *Educational Legislation; Elementary Secondary Education; Legal Problems; *Legal Responsibility; School Administration; School Budget Elections; School Funds; *School Law; State Legislation; *State School District Relationship; *State Standards; Student Rights; Teacher Rights
IDENTIFIERS- *New Jersey; New Jersey School Boards Association

This volume, a third edition updated and expanded from the two previous editions, is an introduction to the essentials of school law in New Jersey and a reference tool for readers experienced in educational law. Chapter 1 focuses on the legal structure of New Jersey public education, addressing such primary issues as the flow of authority to educate, state educational institutions, and the administration of school laws. Chapters 2 and 3 focus on the legal structure of local school districts and the authority of the local board of education. Chapter 4 addresses current legal issues in the relationship of school finance to educational quality. Chapter 5 addresses legal responsibilities with respect to the educational environment--school lands and buildings, attendance and transportation, pupil health and safety, the school program, and disabled pupils. Chapter 6 is a survey of students rights and responsibilities with respect to suspension and expulsion, grades, corporal punishment, freedom of speech, dress codes, student records, searches, student organizations, patriotic observances, and student vandalism. Chapters 7 and 8 discuss the legal rights and responsibilities of school management and staff personnel respectively, while chapter 9 describes the laws governing public participation in, and disclosure of, school board proceedings. Chapter 10 sets forth school budget guidelines for the two types of school districts. Chapter 11 sets forth procedures for school elections, and chapter 12 focuses on contract law and other statutory provisions as they affect school district business practices. Appended are an overview of the New Jersey and federal judicial systems and an index. (TE)

ED 289 256
EA 019 804

Duttweiler, Patricia Cloud; Hord, Shirley M.
Dimensions of Effective Leadership.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 139p.
CONTRACT- 400-86-0008
AVAILABLE FROM- Publication Sales, SEDL Office of Institutional Communications, 211 E. 7th Street, Austin, TX 78701 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Qualifications; Administrator Role; Educational Quality; Elementary Secondary Education; *Institutional Characteristics; *Leadership Qualities; *Organizational Change; Organizational Theories; Research Utilization; *School Effectiveness

This volume provides a comprehensive synthesis of competencies that research has associated with the administration of effective schools. Following an introduction, section 1, "Re-thinking the Organizational Structure of Schools," presents current thinking on the organizational structure in which school administrators function. Alternative models are offered so that schools can redesign their environment to develop greater excellence. "Research on the Competencies of Effective Administrators," section 2, discusses the skills and competencies of effective administrators identified in some of the major research studies. Section 3, "Competencies of Effective Administrators," groups the competencies discussed in section 2, plus others found in the literature, under the eight categories defined in the U.S. Department of Education's Leadership in Educational Administration Program (LEAD). A ninth area, involving parents and the community in school improvement, is added to the discussion. "Providing Leadership for Change," section 4, recommends ways that individuals can incorporate the leadership functions into administering their school or school district to facilitate improvement. The final section of conclusions emphasizes that the bureaucratic structure of most schools is not conducive to educational excellence. Policymakers should include "leadership for change" as a competency needed to redesign school organizational structure. The report provides 11 pages of references and 4 appendices of identified administrative skills and competencies. (CJH)

ED 289 303
EC 201 264

Stowitschek, Carole E.
A Parent's Guide to Education of the Handicapped Child.
North Dakota State Dept. of Public Instruction, Bismarck.; Utah State Univ., Logan. Mountain Plains Regional Resource Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 85
NOTE- 42p.
CONTRACT- 300-83-0186
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Due Process; Early Childhood Education; Elementary Secondary Education; *Federal Legislation; Individualized Education Programs; *Parent Rights; Parent School Relationship; Referral; *Special Education; Student Evaluation; Student Placement
IDENTIFIERS- *Education for All Handicapped Children Act; *North Dakota

This booklet serves as an introduction to the special education process in North Dakota as well as a parent's guide to rights and services provided under the law. The document begins with a brief description of Public Law 94-142, the Eduction for All Handicapped Children Act, and the process for receiving special education services. Section II describes the child referral and evaluation process which leads to a placement decision. Section III provides an explanation of the process used to develop and write an Individualized Education Program. The following section includes general guidelines to assist parents in working with the school to obtain services for their handicapped child. The booklet concludes with a description of procedural safeguards for ensuring due process of parents' rights, citing specific sections of appropriate federal regulations. (JDD)

ED 289 319
EC 201 280

Villarruel, F.; And Others
Alternative and Augmentative Communication Bibliography. Revised.
Wisconsin Univ., Madison. Trace Center.
PUB DATE- 7 Jul 86
NOTE- 41p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. For related documents, see EC 201 271-279.
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($5.30).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Communication Aids (for Disabled); *Communication Disorders; Computers; *Disabilities; Sign Language; Symbolic Language
IDENTIFIERS- Augmentative Communication Systems

This bibliography covers alternative and augmentative communication and includes English-language citations for books, journal articles, and conference proceedings. The list contains over 400 citations, organized in alphabetical order by author, with references to publications dated from 1973 to 1986. Each bibliographic entry is coded for the handicapping condition studied, subject characteristics, subject age, symbol systems (such as Blissymbols or American Sign Language), output modes (such as microcomputer or printed), and the focus of the paper (such as assessment, communication board design, software development). (JDD)

ED 289 336
EC 201 297

Seidenberg, Pearl L.
The Unrealized Potential: College Preparation for Secondary Learning Disabled Students. A Guide for Secondary School Administrators, Faculty, and Parents. Position Paper Series: Document No. 10.
Long Island Univ., Brooklyn, NY.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 30p.; A part of the Transition Project, Learning How to Learn: A High School/College Linkage Model to Expand Higher Education Opportunities for Learning Disabled Students.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Preparation; Cooperative Planning; Educational Counseling; Educational Opportunities; Individualized Education Programs; *Learning Disabilities; Mainstreaming; Secondary Education; Student Educational Objectives; *Student Placement; *Transitional Programs

The guide identifies and discusses critical components of high school programs designed to facilitate college placement as well as preparation of potential college-bound learning disabled (LD) secondary students for the demands of college settings. First, secondary programming needs to include integration of LD students into college preparatory mainstream classes. Collaborative instructional planning between regular and special education teachers using a curriculum-based assessment approach is a second critical component. Finally, a high school-to-college transition plan that directly addresses college preparatory outcomes needs to be developed and included as part of the individualized education program (IEP) placement and planning process. Such a programmatic effort will require administrative support, inservice and preservice training for high school personnel involved in the transition process, parental and student involvement, and greater collaboration between high schools and colleges. Appendixes contain sample study guides, an outline of basic competencies needed for postsecondary education and a sample transition plan. (JW)

ED 288 998
CE 048 975

Ellowitch, Azi
Tell Me about It. Reading and Language Activities around Multi-Cultural Issues Based on an Oral History Approach.
La Salle Univ., Philadelphia, PA. Urban Studies and Community Services Center.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Aug 86
NOTE- 165p.

CONTRACT- 98-6036
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Classroom Techniques; *Cultural Background; Curriculum; *English (Second Language); Interviews; Language Experience Approach; Learning Activities; Local History; Oral English; *Oral History; Reading Instruction; *Second Language Instruction; Speech Communication; Teaching Methods; Writing Instruction
IDENTIFIERS- Pennsylvania (Philadelphia)

The curriculum materials in this guide are drawn mainly from in-depth interviews with six persons, five of whom live in the Germantown or Logan sections of Philadelphia and all of whom represent some of the diverse cultural backgrounds found in these two neighborhoods. In addition to the stories of these six persons, six additional stories present the reactions of adult basic education and advanced English-as-a-second-language students who field tested the materials. The ethnic backgrounds of the story tellers include Jamaican, Philippine, Ukrainian, Angolan, Cambodian, and African-American. Stories were chosen from the interviews and student responses according to the extent to which they might identify themes or raise issues that would matter to adult learners. The materials are intended to give learners the opportunity to express their experiences, ideas, and opinions in both written and spoken form. Each story has an accompanying set of suggested language activities, such as phonics, vocabulary, comprehension, discussion, and so forth, and is intended to be self-contained. Materials are not intended to be used by learners independently but with a teacher in a group setting. Appendixes contain background materials. (KC)

ED 289 012
CE 049 069

Hufziger, Lynne I.; Isbell, Clint
Career and Technology Awareness. An Elementary Curriculum Resource Guide.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 87
NOTE- 230p.; Document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; *Career Awareness; Elementary Education; *Fused Curriculum; Learning Activities; Lesson Plans; *Technological Literacy; *Technology

This resource guide consists of career and technology awareness learning activities that are designed to be infused into the basic skills curricula in elementary classrooms. Sets of activities are provided for each grade from kindergarten through grade 6. The sections for each individual grade level contain a list of objectives for that particular grade, activity sheets (each of which contains an instructional objective, list of needed learning center equipment and materials needed, a list of suggested resources, and a step-by-step plan for conducting the activity), and a series of worksheets. Because the intent of the guide is to increase students' technology and career awareness while at the same time enhancing basic skills, many of the activities revolve around basic reading, writing, mathematics, vocabulary, storytelling, art, science, and social studies skills. (MN)

ED 289 040
CE 049 211

Allen, William T.
A Consumer Guide to Transition Planning for Students, Parents and Advocates.
Area IV Developmental Disabilities Board, Napa, CA.
PUB DATE- 1 Jan 87
NOTE- 14p.; Prepared for the Sonoma County Transitions Project.
AVAILABLE FROM- Area IV Board, 1700 Second St., Suite 384, Napa, CA 94559.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Developmental Disabilities; Educational Needs; *Educational Planning; *Education Work Relationship; *Exceptional Persons; Guidelines; *Individualized Education Programs; Mental Retardation; *Needs Assessment; Secondary Education; *Special Education; Student Needs

This workbook was written to help students, parents, and support staff prepare "transition plans" to help students with disabilities get ready for living in the adult world. (Such transition planning should start four to five years before students leave school.) Written in simple language and short sentences, the workbook contains seven sections. The sections cover the following topics: what the workbook is about, terms everyone should understand, some things to think about, knowing strengths and needs, deciding what to work on, getting ready for the transition plan meeting, and a checklist for the meeting. The workbook asks questions and provides space for students/parents to answer them in order to think about what should be in the transition plan. (KC)

ED 289 054
CE 049 279

Stinehart, Kathleen; And Others
Originating Conferences and Credit Courses. Using WOI Satellite Transmission. A Basic Guide.
Iowa State Univ. of Science and Technology, Ames. Office of Continuing Education.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Broadcast Reception Equipment; Check Lists; *Closed Circuit Television; *Communications Satellites; Continuing Education; Distance Education; *Educational Television; Postsecondary Education; *Production Techniques; Program Development; *Teleconferencing; *Telecourses; Television Studios; Video Equipment
IDENTIFIERS- *Iowa State University

This guide was developed to help administrators and educators plan and implement videoconferences and credit courses using the Iowa State University studios (WOI). In a short narrative format, the guide leads the reader through the videoconference or course process. The guide is organized in three sections. The first section presents an overview of the process, including information on what videoconferencing is, the signal path, the transponder, the studio, return audio, the "footprint"--the area covered by a satellite's signal, live versus videotape programs, and downlink arrangements. The second section explains how to get started. Topics covered are making the initial contact, scheduling, marketing your event, and planning the budget. The final section covers planning for effective satellite-delivered instruction. The guide ends with a "start-to-finish" checklist to help the reader plan a teleconferencing project. (KC)

ED 289 111
CG 020 377

Information on the Child Welfare Act (Alberta) & the Young Offenders Act (Canada) for Educators, Parents and Students. Second Edition.

Alberta Dept. of Education, Edmonton.; John Howard Society of Alberta, Edmonton.

PUB DATE- Jan 87
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Abuse; Child Neglect; *Child Welfare; *Delinquency; *Federal Legislation; Foreign Countries; *State Legislation; *Youth Problems
IDENTIFIERS- Canada; *Child Welfare Act (Alberta); *Young Offenders Act 1984 (Canada)

This document provides information on two pieces of legislation which affect children and adolescents in Canada. The introduction to "A Guide to the Young Offenders Act in Alberta" briefly reviews the development of the Young Offenders Act and examines the definition of a young person, offenses covered by the act, and amendments to the act. The general approach of the act is outlined and a chart is included which shows the processes and alternatives of the justice system with respect to young persons alleged to have committed an offense. The remainder of the guide describes in greater detail the stages and steps a young person will go through as a result of the implementation of the Young Offenders Act. Included are sections on the role of the police, the right to counsel, youth court proceedings, dispositions, probation, custody, assessment and treatment, appeals and reviews, and completion. Information on Alberta's Child Welfare Act is organized into separate brochures. The first provides general information and highlights key points of the province's new Child Welfare Act. Other brochures provide information for educators, parents, and students, giving specific details for each of these groups about how suspected cases of child abuse or neglect are handled. A brochure listing resources related to both pieces of legislation is included. (NB)

ED 289 125
CG 020 391

Chickering, Joanne N.
Warmline Training Manual: Peer Counseling Returning Adult Students.
Memphis State Univ., TN. Center for Student Development.
PUB DATE- Apr 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *College Students; *Counseling Services;
*Counselor Training; Graduate Students; Higher Education;
Information Services; *Nontraditional Students; *Peer Counseling;

*Reentry Students; Referral
IDENTIFIERS- Memphis State University TN

Warmline, a peer counseling program at Memphis (Tennessee) State University which aims to provide information and support for older-than-average returning or first time students, is described in this training manual. Objectives of the program discussed include reaching out to returning students and welcoming them to campus, providing encouragement and information to use resources on and off campus to ease the problems of returning to college, and helping groups involved to discuss problems encountered in returning to campus. Operation of Warmline is described as peer counselors (often students from the graduate counseling program) contacting returning students by telephone and offering information and referral about services such as child care. It is noted that Warmline does not offer psychotherapy, but refers when appropriate. This training manual includes this information: an application form; qualifications for counselors; program description; goals, requirements, possible problems, and resources; counselor responsibilities; training schedule; theoretical base; interview suggestions; and information and referrals. Appendices include information on good listening skills, open-ended questions, reflections, learning style inventory, Myers-Briggs Type Indicator, and Adult Development Theory. (ABL)

ED 289 156
CG 020 423

Crosbie-Burnett, Margaret
Impact of Custody Arrangement and Family Structure on Remarriage.
PUB DATE- Nov 85
NOTE- 30p.; Paper presented at the Annual Conference of the National Council on Family Relations (47th, Dallas, TX, November 4-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; *Child Custody; Divorce; *Family Structure; *Marital Satisfaction; *Remarriage; *Role Perception; Sex Differences; *Stepfamily
IDENTIFIERS- *Joint Custody

Many states are adopting joint custody legislation to support continued relationships between children of parental divorce and both of their biological parents. This study examined the effects of joint versus maternal legal custody, whether or not the stepfather had biological children from a prior marriage, and the sex and age of an adolescent on the custodial mother's remarriage. Middle class remarried mothers (N=84) and their husbands each completed a questionnaire measuring marital satisfaction; competition between the father and stepfather; role ambiguity for the stepfather role; and the mother's relationship with her ex-spouse. The findings revealed that marital satisfaction was highest for couples with girls in joint custody. Mothers of early adolescent daughters reported better relations with ex-spouses than did mothers of later adolescent daughters; no difference was reported for sons. Stepfathers with no prior children reported more competition with the biological father than did stepfathers with biological children. Couples in joint custody arrangements with stepfathers who had no prior children reported the most role ambiguity. The results suggest that custody decisions made at the time of divorce can have an impact on subsequent remarriage, and that stepfamilies need help in creating roles for stepparents that complement biological parents' roles. (Author/NB)

ED 289 215
CS 505 839

Demo, Penny
Public Relations: Selected, Annotated Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- Mar 87
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Business Education; Career Planning; Careers; Classroom Communication; *Communication Research; Interaction; *Interaction Process Analysis; *Organizational Communication; Persuasive Discourse; Publicity; *Public Relations; Relevance (Education); Speech Communication; *Speech Curriculum; *Speech Instruction
IDENTIFIERS- Communicator Style

Designed for students and practitioners of public relations (PR), this annotated bibliography focuses on recent journal articles and ERIC documents. The 34 citations include the following: (1) surveys of public relations professionals on career-related education; (2) literature reviews of research on measurement and evaluation of PR and organizational communication; (3) analyses of communications styles among PR teachers and practitioners; (4) teaching guides and curricula; and (5) position papers on various PR theories and applications. The bibliography also includes a non-annotated list of 12 recent general textbooks on public relations. (JG)

ED 289 243
EA 019 777

Greene, Lynda Sue; Bentley, Ernest
Upward Mobility Determinants for the Elementary Principalship.

PUB DATE- Nov 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Gatlinburg, TN, November 9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Qualifications; *Administrator Selection; *Career Planning; Elementary Education; *Occupational Mobility; *Principals; Superintendents
IDENTIFIERS- *Tennessee

Despite numerous studies on educators' upward mobility and a plethora of administrator selection criteria, little research has been done on the process of moving from teaching positions to the principalship. Administrators are not always chosen fairly; sometimes they are preselected before the final interview--even when an elaborate selection process seems to have been followed. If preselection does occur frequently and success determinants are part of a hidden agenda, then applicants need to focus their efforts in these alternative arenas. This study tries to identify the actual determinants of career mobility for individuals who eventually become elementary school principals. Superintendents and principals of 20 county systems and 14 city systems in Tennessee were interviewed and their responses sorted into theme categories. Results showed that applicants were more likely to be selected if they (1) had worked within the school system and had an excellent record and peer respect; (2) had a charismatic personality, common sense, and a professional dress style; (3) knew the school system and its administrative procedures; (4) had a broad curriculum background; (5) would support the superintendent and handle parental complaints effectively; (6) took on added responsibilities without complaint or remuneration; (7) possessed excellent communication skills; (8) had a variety of leadership experiences; and (9) appeared to fit into the system. (MLH)

ED 289 270
EC 201 226

Luckner, John L.

Outdoor-Adventure Education as an Ancillary Component in Rehabilitation Programs for the Hearing Impaired: A Pilot Study.

PUB DATE- [86]
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Adventure Education; Deafness; *Hearing Impairments; Outdoor Activities; *Outdoor Education; Program Effectiveness; Risk; *Self Esteem; Young Adults

This study investigated the effectiveness of using an outdoor-adventure education program as a method of intervention for enhancing the self-concept of a group of hearing impaired individuals receiving services from the Department of Vocational Rehabilitation. Nine adults (6 male, 3 female) with hearing impairments participated in a 4-day wilderness experience that included cross-country skiing, snow shelter construction, winter camping, a high ropes course, group initiative tasks, environmental awareness instruction, and a period of individual isolation. Pre- and post-test scores of the Culture-Free Self-Esteem Inventory for Adults were analyzed. Post-test scores were significantly higher than the pre-test scores. Conclusions about the impact of the experience are guarded due to the small number of subjects and the lack of a control group, but the benefits of an outdoor adventure program as an ancillary component to existing rehabilitation programs are noted. (CL)

ED 289 083
CE 049 322

Smith, Christopher A.; And Others
Program Evalaution. A Self-Study Manual.
Goodwill Industries of America, Inc., Washington, D.C.; Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-70-4
PUB DATE- 87
NOTE- 210p.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Data Analysis; Data Collection; *Delivery Systems; *Evaluation Methods; *Human Services; Independent Study; Learning Activities; Learning Modules; Postsecondary Education; *Program Evaluation; Staff Development; *Systems Analysis; Test Items; Units of Study; *Vocational Rehabilitation
IDENTIFIERS- Goodwill Industries of America

Based on two manuals developed by Goodwill as part of their staff training series on program review, this program evaluation manual is designed to help facility administrators implement and improve their service delivery. The book contains an introduction and nine chapters. The introduction defines program evaluation, provides a rationale and uses for program evaluation, and suggests ways to develop a program evaluation policy. The nine succeeding chapters cover these topics: types of program evaluation, designing a program evaluation, measures for goals and objectives, data collection, systems analysis, evaluation research, data analysis techniques, report writing, and developing a plan to implement program evaluation. Following the narrative of each chapter are exercises and self-tests with answer keys. An appendix provides definitions, lists of references and resources, program evaluation forms, and statistical formulas. (KC)

ED 289 141
CG 020 408

Haas, Shaun
Background Information on Crimes against Children Study. Information Memorandum 86-20.
Wisconsin State Legislative Council, Madison.
PUB DATE- 17 Jul 86
NOTE- 7p.; For related documents, see CG 020 406-414.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Adolescents; *Child Abuse; Children; *Childrens Rights; *Crime; *Legal Responsibility; *State Legislation; *Victims of Crime
IDENTIFIERS- *Wisconsin

This document was prepared to assist the Wisconsin Legislative Council's Special Committee on Crimes Against Children in its study of current laws relating to crimes against children. It provides the background of the origin of the study and describes the characteristics of the Criminal Code, upon which much of the committee review will center. The section on the study's background explains that the committee was created to examine state laws relating to crimes against children to evaluate whether it would be advisable to reorganize those laws into a separate chapter of the statues and to review those laws to address any major policy issues relating to crimes against children. Included in this section are descriptions of legislation enacted by the 1981, 1983, and 1985 Wisconsin legislatures. The report concludes that offenses involving a child as the victim are scattered throughout the statutes. Statutes both inside and outside of the Criminal Code are briefly reviewed and the Children's Code is explained. (NB)

ED 289 169
CS 210 854

Herrmann, Andrea W.

The Paradoxes of Stylistic Dissonance: Case Study of a Gifted/Basic Writer.

PUB DATE- Jul 87
NOTE- 19p.; Paper presented at the Meeting of the Penn State Conference on Rhetoric and Composition (University Park, PA, July 7-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academically Gifted; Case Studies; Creative Writing; *Freshman Composition; *Gifted Disadvantaged; Grade 6; Higher Education; Intermediate Grades; *Literary Styles; Metacognition; Revision (Written Composition); Writing Difficulties; *Writing Evaluation; Writing Improvement; Writing Research; *Writing Skills
IDENTIFIERS- *Basic Writing

Gifted students' writing may exhibit stylistic dissonance--a mixture of basic writing features may coexist with features indicative of much higher levels of rhetorical control. A case study of an 11-year-old sixth grade student who attended a freshman composition course at an Arkansas university illustrates this dissonance. The poems and short stories he wrote in sixth grade and during a summer course exhibited many mature features, such as metacognition and revision skills. He was also an excellent peer tutor. His abilities allowed him to take the freshman composition course in which academic writing would be required, even though his elementary school teachers and principal thought he would not succeed because he spoke with a rural accent and came from a low-income family. He was classified as a basic writer in the college setting, because he was unprepared for the types of writing tasks he would encounter. An essay that he wrote revealed many surface errors such as spelling errors, dialect interference, and punctuation problems. Other basic writer's problems he exhibited included egocentrism (or writer based prose) and problems with focus. Yet, his abilities to revise, organize, and add detail to the text attested to his skills as well. It is important for teachers to learn to recognize the gifted child writer, even when surface problems mask their abilities. (The final draft of the essay written by the student and a bibliography are appended.) (SKC)

ED 289 288
EC 201 249

Transition Summary, 1985.
National Information Center for Handicapped Children and Youth,
Washington, DC.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 21p.
CONTRACT- G0084C3500
AVAILABLE FROM- National Information Center for Handicapped Children and Youth, Box 1492, Washington, DC 20013 (subscription--free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; Community Programs; *Disabilities; *Education Work Relationship; *Employment; Employment Opportunities; Higher Education; *Learning Disabilities; *Parent Role; Program Development; Secondary Education; *Vocational Education

Two newsletters center on making the transition from school to work for students with disabilities. In the first newsletter, a personal reflection on transition by a man with cerebral palsy is followed by a review of services offered by colleges with support programs for learning disabled students. Guidelines are given to help parents prepare their handicapped child for employment, beginning with the elementary years and proceeding through high school. The final article of the first newsletter describes a workshop to help parents plan for their children's career education and employment opportunities. The second issue of the newsletter begins with a report on one community's approach to creating effective transition through a planning process that involved parents, school officials, government officials, adult service providers and local business leaders. The effort included a needs assessment, a survey of local employers, and a review of existing legislation and policies that affect transition to work for disabled persons. A summary of factors that influence successful collaboration is offered. (CL)

ED 289 304
EC 201 265

Cullen, Collette
[Jenny: A Teacher].
PUB DATE- [87]
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affection; Behavior Disorders; *Behavior Modification; Case Studies; Elementary Education; Extinction (Psychology); Intervention; *Multiple Disabilities; Operant Conditioning; *Self Mutilation; Sensory Experience; *Sensory Training; *Severe Disabilities; Stimulation; Therapy; Trust (Psychology)
IDENTIFIERS- Aversion Therapy

This paper reports a case study of an 8-year-old deaf, blind, and mentally impaired girl who was self-abusive. The behavior was excessive to the point that she sustained fractures to her jaw and arm and had to be restrained. Several treatment techniques were unsuccessfully attempted, including sensory stimulation, aversive conditioning, and extinction. Subsequently, a sensory affective training approach was used, with a staff member holding the girl throughout the school day, massaging her, rocking her, developing a trusting relationship. The intervention was successful, with hitting behaviors dropping from 400 times per hour to an average of two times per day. The girl became more autonomous and interested in her environment and later learned to sign and to take care of her basic needs. (JDD)

ED 289 320
EC 201 281

Reddy, G. N. Narayana, Ed.; Gopalakrishna, N., Ed.
A Decade of NIMHANS (1975-85).
National Inst. of Mental Health and Neuro Sciences, Bangalore (India).
PUB DATE- 86
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities; Foreign Countries; Medical Services; *Mental Disorders; *Mental Health; *Neurological Impairments; *Neurology; Program Development; *Research and Development Centers
IDENTIFIERS- India; National Inst Mental Health Neuro Sciences (India)

The development of the National Institute of Mental Health and Neuro Sciences (NIMHANS) in Bangalore, India, is chronicled over its 10-year history. The volume begins with an examination of the Institute's organization and administration, funding, staffing, teaching activities, etc. Subsequently, reports from 26 departments of NIMHANS are included, specifically: psychiatry, clinical psychology, neurology, neurosurgery, psychiatric social work, neuroanesthesia, speech/hearing and language, nursing, physical medicine and rehabilitation, neuroradiology, neurochemistry, neuropathology, microbiology, neurovirology, psychopharmacology, neurophysiology, biophysics, biostatistics, cytogenetics, central animal research facility, library and information services, publications, medical illustration and audiovisual aids, biomedical engineering section, engineering section, and Ayurvedic research. Each departmental report contains a description of manpower development activities, clinical services, recent research studies, and future plans. (JDD)

ED 288 962
CE 047 976

Pritz, Sandra G.; Crowe, Michael R.
Techniques for Remediation: Peer Tutoring. BASICS: Bridging Vocational and Academic Skills.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 61p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 969-978.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300EC--manual and audiocassette, $13.95; complete BASICS set, SP300--$198.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Education; *Basic Skills; *Integrated Activities; Integrated Curriculum; Needs Assessment; *Peer Teaching; Program Administration; *Program Development; Program Evaluation; Program Implementation; Secondary Education; Teaching Methods; *Tutoring; *Vocational Education

This guide focuses on the application of peer tutoring as a strategy for remediation of basic skills in secondary vocational settings. Additional benefits of using a joint vocational-academic approach are highlighted. The guide is part of BASICS, a package of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. The guide addresses the phases of program planning, program development, and program evaluation as the organizational themes. Each phase is discussed in terms of its operational components. Program planning is concerned with the tasks relevant to preparation of a program plan or proposal: needs assessment and program objectives, administration and coordination, materials, facilities and equipment, budget, and resource needs. Program development addresses the tasks involved in initiating the operation of each component: orientation, faculty in-service training, tutor recruitment and selection, tutor training, tutee intake, matching, and assignment. Program evaluation incorporates several types of evaluative techniques effective in assessing peer tutoring program. The tasks addressed are identifying the information and evaluation instruments needed, collecting and analyzing the data, reporting the results, and modifying the program. Appendixes contain samples of commonly needed forms and a series of helpful tips for tutors. (YLB)

ED 288 986
CE 048 002

Expanding Educational Services for Adults. OPTIONS. Publicity Kit.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 104p.; For related documents, see CE 048 001-008.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP500C--$29.95; complete OPTIONS set, SP500--$174.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Adult Programs; Career Change; Educational Needs; *Entrepreneurship; Futures (of Society); Job Skills; Job Training; *Literacy Education; Postsecondary Education; *Publicity; *Retraining; *Student Recruitment; Technical Education; Technological Advancement

This publicity kit is intended to provide adult educators with materials for promoting and recruiting students into an adult education program designed according to the OPTIONS model (i.e., programs geared toward teaching the literacy, technical, and entrepreneurship skills that are necessary to adapt to changing labor market conditions resulting from technological advancement). Materials are provided for conducting three different campaigns. The first two sets of materials offer two approaches to promoting and publicizing a literacy program. The first approach is geared toward enhancing community awareness of the program's role in tackling the literacy problem, whereas the second is geared toward informing local employers of the illiteracy problem, how it affects them, and how the literacy program can help. Two publicity campaigns for promoting an entrepreneurship education program are provided. The first centers around the concept "mind your own business by owning your own business," and the second is based on the concept "own your own business, own your own future." The third group of materials offers to approaches to enhancing institutional awareness of a program. One promotes program services to employers, and the other recruits clients. Copy for a public service announcement and black-line masters for a poster, fliers, stationary, a large ad, descending sizes of slogans for various promotional materials and items, bumper stickers, bus and taxi cards, ads, and pads and tear-off cards are provided for each of the six approaches. (MN)

ED 289 013
CE 049 070

Landrum, Roger L.
The Role of the Peace Corps in Education in Developing Countries: A Sector Study. Appropriate Technologies for Development. Peace Corps Information Collection & Exchange Reprint Series R-49.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Jul 84
NOTE- 265p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Agency Role; *Developing Nations; *Education; Foreign Countries; *International Programs; *Policy Formation; *Voluntary Agencies; Volunteers
IDENTIFIERS- *Peace Corps

This report examines the role played by the Peace Corps education sector in developing countries. Section I provides a general overview of the progress over the past 20 years of education assistance. A case study is presented of education programs in Sierra Leone. Section II provides an overview of distribution of education volunteers worldwide and by programming categories in 1980. Section III considers the current condition. It describes conditions of education in developing countries, addresses the development significance of education, and presents sketches of conversations with host country officials, Peace Corps staff, and volunteers. These sketches convey the influence of the Peace Corps today on students and education systems in Sierra Leone, Togo, and Kenya. Section IV identifies policy areas where decisions can be made and offers recommendations as to decisions that should be made to guide the activities of the education sector. Appendixes, amounting to over one-half of the report, provide a summary overview of education programs in each of the three regions to which the Peace Corps sends volunteers. Each education program is briefly described. (YLB)

ED 289 041
CE 049 212

Marsick, Victoria J.
Action Learning: A Strategy for Empowering Managers.
PUB DATE- 22 Oct 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Administration; Communication Problems; *Creative Thinking; Decision Making; Decision Making Skills; *Experiential Learning; *Information Seeking; *Information Utilization; Learning Strategies; Lifelong Learning; *Management Development; Postsecondary Education; *Problem Solving; Process Education; Skill Development

Action learning is a potentially empowering management development strategy--empowering to managers and through them to employees. The core of the action learning process is similar to the empowerment process identified by Freire (1973), although the context of these approaches is very different: praxis. Praxis involves critical reflection on experience that leads one to see a problem in an entirely new way, to reformulate the problem, and to try out new strategies to solve the problem, many of which involve collaborative action with peers. In both approaches, participants become aware of the way in which taken-for-granted sociocultural norms have often been internalized and acted out without questioning. Although action learning is in some ways a very practical learning strategy, it departs from many of the purely behaviorist orientations to learning because its emphasis is not on shaping the individual to a predefined standard. Instead, it works from within to assist the individual in seeing his or her individual and social reality from different perspectives. The focus is not first and foremost on solving a problem more effectively, but on properly naming the problem before one even begins to think of strategies for its solution. In this way, it is suited to the challenge of today's managers who must take a proactive role in creating and managing change before they are overwhelmed by its effects. (KC)

ED 289 055
CE 049 280

Cichon, Donald J.; And Others
Promoting Local Adoption of a BVT Model: Final Report of the Training and Technical Assistance Project.
Research Management Corp., Dover, NH.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 188p.; For a related document, see CE 049 281.
CONTRACT- 300-86-0108
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); Adult Education; Adult Programs; *Bilingual Education; *Limited English Speaking; Meetings; *Program Development; *Staff Development; *Technical Assistance; *Vocational Education

A technical assistance effort was conducted to help local agencies develop and implement bilingual vocational training (BVT) programs without direct federal support or to help agencies that provide some BVT-type services develop their programs into more extensive BVT models. A series of three regional meetings were held for prospective BVT programs. These meetings articulated the basic concepts of BVT models, presented resources, and led participants in preliminary planning for program implementation. Eight agencies were selected as aspirants that received customized on-site technical assistance to help develop and implement BVT programs. As a result, one project put in place a BVT program, and three other projects developed BVT programs to a point where they were awaiting clearance of external factors to implement them fully. Two of those three were expected to be operating shortly. Recommendations were made for the continued support of the type of technical assistance that was provided. (Sample materials are appended.) (YLB)

ED 289 069
CE 049 298

Molek, Carol
Tutor Training Packet. "Ready-Set-ABE" To Ease Students' Transition into ABE Level Studies.
Tuscarora Intermediate Unit #11, McVeytown, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE- 27 Jun 87
NOTE- 120p.; For related documents, see CE 049 294-297. Photographs may not reproduce well.
CONTRACT- 98-7023
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Classroom Techniques; *Counseling Techniques; High School Equivalency Programs; Language Experience Approach; Literacy Education; Mathematics Skills; Reading Skills; Skill Development; Student Characteristics; Student Needs; Teaching Methods; *Tutors; *Volunteer Training; Writing Skills
IDENTIFIERS- 310 Project; *General Educational Development Tests

This training packet, consisting of a workshop guide, two instructional guides, and assorted pamphlets and brochures, is intended for use by volunteer tutors who are themselves learning how to work with adults enrolled in an adult literacy program. The following topics are covered in the training workshop guide: the objectives and workings of adult basic education (ABE) programs--effective ways of working with adult learners and content and workings of the General Educational Development (GED) test; reading (testing and placement for reading instruction, beginning reading, intermediate reading, characteristics of good readers, and GED reading tests); mathematics (GED test questions, the hierarchy of math skills, textbooks, and math skills needed); and English grammar (English materials used in the GED, correct usage, common grammar and usage problems, and the format of the GED writing skills test). The two-part instructional guide, which is designed for use in conjunction with an educational television series entitled "Helping Adults Learn," covers the following topics: the characteristics and needs of adult students, techniques for communicating with students, methods of counseling adult learners, the language experience approach to teaching adults to read, and resources for use in addressing students' needs. Each section includes objectives, tutoring guidelines, and a discussion of key points raised during the television series. A GED practice test, tutor data form, pamphlet answering common questions about the GED test, and brochures explaining other locally available job search and ABE programs for adults are also included. (MN)

ED 289 098
CG 020 364

Medicare: Comparison of Catastrophic Health Insurance Proposals. Briefing Report to the Chairman, Select Committee on Aging, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-92BR
PUB DATE- Jun 87
NOTE- 41p.
AVAILABLE FROM- Government Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free; additional copies $2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; *Federal Legislation; Financial Problems; *Government Role; *Health Insurance; Health Needs; *Older Adults
IDENTIFIERS- *Catastrophic Insurance; *Health Care Costs; Medicare

In response to a request from the chairman of the Congressional Select Committee on Aging, the General Accounting Office (GAO) investigated the potential effects of legislative proposals to provide catastrophic coverage to Medicare beneficiaries on beneficiaries' out-of-pocket health care expenses. The GAO reviewed GAO and other reports to identify types and amounts of out-of-pocket expenses, Medicare law and regulations to determine beneficiaries' out-of-pocket liability for covered services, and minimum coverage requirements for Medigap policies to determine how they affect costs. Fourteen catastrophic coverage bills were analyzed to determine how they would address the major types of catastrophic health care costs, and the financing mechanisms of the bills were compared. The GAO concluded that 9 of the 14 proposals reviewed would establish a catastrophic limit above which the beneficiary would no longer be liable for Medicare deductibles and coinsurance. It was concluded that, if enacted, these bills would represent an important step in increasing the health insurance coverage available to the elderly, but that significant gaps would remain. This report presents the GAO comparison of catastrophic health insurance proposals and looks at inpatient hospital care, nursing home care, home health care, Medicare Part B services, other medical services not covered by Medicare, catastrophic protection, and financing and costs. (NB)

ED 289 183
CS 505 750

Harris, Thomas E.
Roadblocks to Change: Executive Behaviors Versus Executive Perceptions.

PUB DATE- Nov 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Communication Research; Employer Employee Relationship; Leadership; *Leadership Styles; *Organizational Climate; Organizational Communication; *Organizational Effectiveness
IDENTIFIERS- Executive Mind; Hersey Blanchard Situational Leadership Model; *Management Styles; *Organizational Culture

A study analyzed the responses of chief executive officers (CEOs) and company presidents to a leadership test and an organizational environment test, to determine whether these individuals' managerial approaches coincided with their characterizations of their organizations' environments. Subjects, CEOs or presidents of 65 randomly selected Indiana-based companies with gross annual sales of at least $5,000,000, were administered a version of Paul Hersey and Kenneth Blanchard's LEAD test and also were surveyed regarding ten different characterizations of the organization's employees and environment. The respondents' average age was 49.8 years, and their average length of managerial time was 20.8 years. Results of the LEAD test indicated that these leaders were likely to adopt a "selling" approach, considered only marginally effective by the test's authors. The leaders' perception of their organizations' environments, as reflected in the second part of the survey, indicated a need for a "manager-as-developer" approach. Findings suggest that these leaders may be incorrect in their choice of managerial style based on their own perceptions of their organizations. (Three tables and eight figures are included, and 15 notes are attached.) (NKA)

ED 289 198
CS 505 822

Johannesen, Richard L.
Ethical Responsibility in Communication: A Selected, Annotated Bibliography. Fourth Edition.
Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 84
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Advertising; Codes of Ethics; Communication Research; *Ethics; Higher Education; *Interpersonal Communication; *Mass Media; Persuasive Discourse; Public Speaking; Responsibility; Rhetoric; Secondary Education; Speech Curriculum; Theory Practice Relationship; Values Education
IDENTIFIERS- Communication Strategies

Representing works published between 1970 and 1984, this annotated bibliography identifies a variety of readings that explore fundamental issues of ethics in interpersonal, public, and mass communication, and that examine from an ethical viewpoint how to and whether to employ particular communication tactics or techniques. The bibliography contains 39 references to general works, case studies, and sources pertinent to ethics in mass communication. (JC)

ED 289 231
EA 019 751

Wary, Curt; And Others
Negotiations '86-'87.
New Jersey School Boards Association, Trenton.
PUB DATE- 87
NOTE- 100p.; For the 1984 edition, see ED 242 080.
AVAILABLE FROM- Business Office, New Jersey School Boards
  Association, P.O. Box 909, Trenton, NJ 08605-0909.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Non-Classroom Use (055) Legal/Legislative/Regulatory Materials
  (090)
DESCRIPTORS- Board of Education Policy; Board of Education Role;
  *Boards of Education; *Collective Bargaining; Conflict Resolution;
  Elementary Secondary Education; Labor Legislation; *Labor Problems;
  *Labor Relations; Politics of Education; Problem Solving; Public
  Schools; *School Districts; School Law; Scope of Bargaining; State
  Legislation; Teacher Discipline
IDENTIFIERS- New Jersey; New Jersey School Boards Association

This is the 16th publication in an annual series intended to provide New Jersey board members and administrators who are representing their district in negotiations with the latest information on legal developments affecting negotiations, practical advice on bargaining strategy and tactics, and a handy source of reference for important case law. In this issue, the first feature article discusses the scope of negotiations, discipline, and agency shop, along with recent federal developments affecting the bargaining process, such as the Consolidated Omnibus Reconciliation Act of 1985 and the court-ordered extension of the Fair Labor Standards Act requirements to state and local government employers. The next article discusses the effects of New Jersey's Teacher Quality Employment Act on labor relations within the state. Following this are articles on the following topics: pitfalls of comparability data, the respective roles of the union and supervisory units at the bargaining table, and determination of the appropriate supervisory bargaining unit. The publication concludes with an annotated list of recent legal decisions affecting negotiations, a selected bibliography, and a revised critical analysis of the sample agreement provided for its members by the New Jersey Education Association. (TE)

ED 288 974
CE 047 988

Lankard, Bettina A.
Search for Available Jobs. Work Skills: Job Search Skills Competency 2.0. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 38p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB03--$15.00; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; Career Education; Competency Based Education; Decision Making Skills; Educationally Disadvantaged; Education Work Relationship; *Employment Potential; Employment Practices; *Employment Qualifications; Job Applicants; *Job Application; *Job Search Methods; *Job Skills; Learning Activities; Learning Modules; Motivation; Needs Assessment; Secondary Education

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This competency booklet covers three tasks needed to search for available jobs: identify potential employers, decide which employers to contact first, and follow job leads. Each task is coordinated with operational units, a performance objective, and a step-by-step procedure for performing the task as well as suggestions for evaluation. Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (KC)

ED 289 216
CS 505 840

Tedford, Thomas L.
Freedom of Speech: A Selected, Annotated Basic Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- Mar 87
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; Broadcast Industry; Censorship; Civil Rights;
Constitutional Law; Court Litigation; Freedom of Information;
*Freedom of Speech; Journalism; *Mass Media; Press Opinion
IDENTIFIERS- *First Amendment; Journalism History

Restricted to books on freedom of speech, this annotated bibliography offers a list of 38 references pertinent to the subject. Also included is a list of 18 ERIC documents on freedom of speech, and information on how to order them. (JC)

ED 289 257
EA 019 810

Puzey, Janet
Facing a Hostile, Organized Opposition.

PUB DATE- 86
NOTE- 9p.; Paper presented at the Annual Joint Meeting of the Illinois Association of School Boards, Illinois Association of School Administrators, and Illinois Association of School Business Officials (Chicago, IL, November 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Boards of Education; *Bond Issues; *Community Support; Conflict Resolution; Elementary Secondary Education; Meetings; News Media; *Organizational Effectiveness; Planning; Problem Solving; Publicity; *Public Relations; *School Community Relationship

A school board member describes how the use of four elements helped the board win public support for a referendum that was strongly opposed by an organized, respected committee: (1) Use of the media; rather than inviting press coverage of arguments by holding large public meetings, the board held numerous small, informative meetings. In this manner, a "school board versus the public" atmosphere was avoided. (2) Timing: mailers requesting public support were sent immediately before the election so that the opposition's arguments could be countered in the sense of having the last word. (3) Lack of reaction: the board and the pro-referendum committee maintained their determination not to be reactionary, since answering all questions and criticisms causes a loss of credibility and creates a defensive posture. (4) Board unity: the board remained cohesive in its decisions throughout the

campaign, and this unity prevented the opposition from gaining an inside view or publicly manipulating a lack of full member support among board members. In addition to the successful use of these four elements, the board followed up on its stated intentions. This approach dampened hostilities and reduced conflict. (CJH)

ED 289 271
EC 201 227

Hooshyar, Nahid T.
Communicative Interaction between Nonhandicapped and Down Syndrome Children and Their Mothers.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Downs Syndrome; *Infants; *Language Patterns; *Mothers; *Parent Child Relationship; *Speech Habits

The study sought to isolate and identify patterns occurring in language interactions between mothers and their nonhandicapped and Down Syndrome children. Data were collected as part of a 3-year study of language interaction. Twenty nonhandicapped (NH) and 20 Down Syndrome (DS) children and their mothers were evaluated via a demographic inventory, informal interview, and videotaped analysis of free play and mealtime language samples. Coding was accomplished via the Mother-Child Language Usage system. Results confirmed earlier studies suggesting the child's linguistic ability is the primary determinant of maternal speech. Mothers' speech directed to DS children was not significantly different in nature than mothers' speech directed to NH children, when the children were matched according to their linguistic ability. Findings also pointed out that settings played an important role in the type of utterances mothers directed toward their children. (CL)

ED 289 337
EC 201 298

Barr, Alyce; And Others
Successful College Tutoring: Focusing on the Learning Disabled Student in the Learning Center. Position Paper Series: Document No. 11.
Long Island Univ., Brooklyn, NY.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 26p.; A part of the Transition Project, Learning How to Learn: A High School/College Linkage Model to Expand Higher Education Opportunities for Learning Disabled Students.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Students; Computer Oriented Programs; Higher Education; *Learning Disabilities; Reading Comprehension; *Reading Skills; Student Characteristics; *Study Skills; *Tutoring; Vocabulary Skills; *Writing Skills

The guide is designed to increase the effectiveness of persons who tutor learning disabled (LD) college students by providing information on LD characteristics as well as specific strategies and techniques for working with LD students. Initial sections define learning disabilities and list characteristics of LD college students in such areas as reading, written language, and listening and speaking. Contents include tutoring suggestions in three academic areas: (1) reading (reading flexibility, aids to comprehension, vocabulary development, and development of test questions); (2) writing (techniques to generate ideas, enrich vocabulary, improve organization, improve proofreading, and the use of computers to teach writing); (3) study skills (organization, questioning techniques, memory devices). Appendices include a college study skills checklist and a sample log for tutors to record student progress. (JW)

ED 288 999
CE 048 976

Personal Finances Instructional Aids. Teacher Reference Guide.
Internal Training Services, Media, PA.
PUB DATE- [87]
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Daily Living Skills; *Functional Reading; Instructional Materials; *Literacy Education; *Money Management; *Reading Skills; Vocabulary Development

This manual consists of reproducible forms that were collected or developed to represent the vast assortment of forms that may be encountered in the transaction of one's personal finances and related affairs. The items represent typical forms encountered by a resident of Pennsylvania, based on a review of forms collected throughout the Commonwealth. Suggested teaching activities and a list of 100 most frequently used words, abbreviations, and word groups have been included. All forms are printed to exact size specifications. They include employment application; employee's withholding allowance certificate; insurance enrollment form; time card; payroll check; W-2 wage and tax statement; savings account passbook, deposit slip and withdrawal slip; check register; checks; checking account statement; money order; credit card application; loan application; apartment lease; rent receipt; budget planning forms; cash register receipt; gift certificate; U.S. savings bond; income tax return forms; and driver's license renewal application. (YLB)

ED 289 028
CE 049 186

Hermary, Ted
An Investigation into Team Member Perceptions of Communication in the Individual Program Planning System at the Vocational and Rehabilitation Research Institute.
Vocational and Rehabilitation Research Inst., Calgary (Alberta).
SPONS. AGENCY- Alberta Social Services and Community Health, Edmonton.
PUB DATE- Oct 87
NOTE- 161p.; Also funded by the Summer Temporary Employment Program.
GRANT- S6M75253
AVAILABLE FROM- Vocational and Rehabilitation Research Institute, 3304 33 Street, NW, Calgary, Alberta T2L 2A6, Canada.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adults; *Communication Audits; Foreign Countries; *Individualized Programs; *Organizational Communication; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; *Vocational Rehabilitation; Youth

A study investigated the nature of communication related to the Individual Program Planning (IPP) client servicing system at a rehabilitative vocational training research institute. Respondents included family members, staff, and other professionals who work on IPP teams. The questionnaire measured respondent attitudes toward the frequency, completeness, understandability, usefulness, and formality of communication; preferences for communication types, formality, and frequency; and understanding of the IPP process. Results showed overall uncertainty as to the adequacy of IPP-related communication. Problem areas were confusion resulting from team member changes; definition of team member responsibilities; comprehensibility and completeness in conference setting; knowledge of function of general referral form; frequency of meetings and telephone calls; completeness of memo information; general outlook of communication; and team member awareness of clients' status in other environments. Meetings and telephone communication were the most preferred methods of communication. Slight preference was given to informal communication. (Appendixes, amounting to almost one-half of the report, include tables, responses to open-ended questions, and the instrument.) (YLB)

ED 289 112
CG 020 378

Career and Life Management 20: Interim Curriculum Guide, 1987.
Alberta Dept. of Education, Edmonton. Curriculum Branch.

REPORT NO.- ISBN-0-920794-57-2
PUB DATE- 87
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Development; *Controversial Issues (Course Content); Foreign Countries; High Schools; *High School Students; Instructional Materials; *Problem Solving; *Student Development
IDENTIFIERS- Canada

The Career and Life Management Program was prescribed within the Secondary Education in Alberta policy statement as a core course for senior high school students to provide students with opportunities to develop and practice communicating and thinking skills in situations that will help them to build confidence in their ability to cope with the stress of growing up and living within a rapidly changing society. This document provides an interim curriculum guide for the course. It discusses the course rationale, goals, and objectives, and lists essential concepts, skills, and attitudes. Ways to meet developmental needs of students and address sensitive or controversial issues are considered, as it the importance of school-family-community partnerships. The curriculum organization is described, including the core curriculum, optional curriculum, and curriculum structure. An overview of themes of the course is given and modules for the five basic themes are provided: (1) self-management; (2) well-being; (3) relationships; (4) careers and the world of work; and (5) independent living. Five optional modules are included which deal with human sexuality, dealing with crises, entrepreneurship, consumer and investment choices, and cultural bridges. Approved resources are listed for both the core and optional modules. Appendices describe the course's relationship to other courses and give the department of education's policy on controversial issues in the classroom. (NB)

ED 289 126
CG 020 392

Diedrick, Patricia
Gender Differences in Communication.
PUB DATE- 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Emotional Response; *Interpersonal Communication; Marital Satisfaction; *Psychological Patterns; *Self Esteem; *Sex Differences; *Sex Role; Spouses

Gender differences in spoken and unspoken emotional expression exist and may be related to gender differences in other realms, particularly in self-esteem. This literature review investigated gender differences in communication, particularly as related to emotional expressiveness, detection of emotional responses, and self-disclosures, in relation to sex-role learnings and self-esteem. Results of the literature review suggest that gender differences in responding to, and sending out, non-verbal indications of emotions exist. Self-esteem for females may depend highly upon success in relationships, which may lead them to be more apt to communicate negative aspects of the relationship as well as negative feelings, in hopes of fixing what is seen as wrong. Males may well appear more defensive, perhaps even unable to express and detect deeply felt emotions. Such gender differences reflect traditional values and assumptions about the nature of the sexes. Perhaps women do serve as the emotional mirrors for their mates' feelings, and yet their mates must be sensitive to this, if not to their own feelings, in order to form a happy relationship in which the wife feels somehow rewarded for her efforts at emotional expressiveness. (Author/ABL)

ED 289 142
CG 020 409

Haas, Shaun
Crimes against Children: A. Physical and Psychological Abuse. Discussion Paper 86-1A.
Wisconsin State Legislative Council, Madison.
PUB DATE- 17 Jul 86
NOTE- 47p.; For related documents, see CG 020 406-414.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Adolescents; *Child Abuse; Children; *Crime; *Sexual Abuse; *State Legislation; *Victims of Crime
IDENTIFIERS- *Wisconsin

This document is one of six discussion papers prepared for the Wisconsin Legislative Council's Special Committee on Crimes Against Children. The introduction explains the committee's task of conducting a thorough examination of state laws relating to crimes against children, reviewing major policy issues affecting those laws to determine whether substantive changes are needed in various statutory provisions and reorganizing the laws. Part I of this discussion paper on physical and psychological abuse of children covers the laws relating to abuse of children, part II deals with sexual exploitation, and part III discusses sexual assault. For each of these issues, there is a section explaining current law and a section giving suggestions for statutory revisions. Copies of the statutes covered in the paper, arranged in numerical order, and a copy of ss. 939.50 to 939.52, which prescribe the basic criminal penalty classification system used in the Criminal Code, are appended. (NB)

ED 289 157
CS 008 965

Whitmer, Jean Elizabeth; Miller, Margaret
The Effects of Writing on Reading Abilities: A Comparison of First Grade Writing Programs with and without Computer Technology.
PUB DATE- 13 Sep 87
NOTE- 92p.; Paper presented at the Annual Reading Conference (18th, Greeley, CO, October 16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Grade 1; Instructional Effectiveness; Language Arts; Primary Education; Reading Achievement; Reading Comprehension; *Reading Instruction; Reading Research; *Reading Writing Relationship; Teaching Methods; Writing Instruction
IDENTIFIERS- *Writing to Read Program

The IBM Writing to Read program for children in kindergarten and first grade uses computers with voice output and IBM selectric typewriters to encourage writing and hence reading development. A study examined whether increased writing activity without the use of the technology would produce similar gains in reading. A classroom from the IBM program (group A) and an experimental writing classroom (group B) were compared with each other and with a control classroom (group C). Group A used a lab five hours per week for computer-based instruction in sound-symbol relationships, followed by structured story-writing and reading. Group B received four weekly hours of structured story-writing followed by reading, discussing, and expanding the stories. Group C spent approximately two weekly hours in their usual writing activities. Scores showed that the IBM group's gains in Reading Comprehension and Reading Total were significantly higher than those of the control group. Mean gains for group B fell between the other two groups, differing significantly from neither. Among girls, mean gains were greatest in group A and, surprisingly, lowest in group B; however among boys, mean gains were highest in group A, lowest in group C. This suggests that structured writing time, regardless of technology, may have increased their reading abilities. The amount of time scheduled for structured writing appeared to be an important factor. (Student writing samples are included.) (Author/JG)

ED 289 244
EA 019 779

Payne, Ruby K.
Curriculum Supervision: A Process for Improving Instruction.
PUB DATE- Oct 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Illinois Association of Teachers of English (80th, Schaumberg, IL, October 23-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; *Educational Improvement; *Educational Strategies; Elementary Secondary Education; Integrated Curriculum; Models; Scheduling; Time Blocks; Time Management

This paper advocates a more active role for administrators in curriculum supervision, claiming that two of the most neglected areas in supervision are the content and the amount of time allocated to that content and its objectives. An essential task of curriculum supervision should therefore be to make sure that content and corresponding time allotments are similar within grade levels and subject areas. A method is described for making curriculum supervision practical and accountable while building collegiality through a staff development process. Instead of a comprehensive "master curriculum," this method requires a brief "working curriculum" with five components: (1) a timeline for plotting only the content with its time allotment; (2) objectives tied to the timeline and representing what teachers test for in that unit; (3) assessment through a common test, with items linked to mastery of the objectives--not the content; (4) program evaluation; and (5) a coherent process for program and instructional improvement. This process for improvement involves assessing each of the above components. The main disadvantage of this method is loss of autonomy for teachers in determining course content and time allotment. But the advantages are that all staff (administrators, teachers, counselors), along with students and parents, know the content and objectives for a course; that teachers begin talking to each other and working together, resulting in instructional improvement and collegiality; and that systematic improvement can occur because a district can point directly to the area of breakdown. Included is an example of such a working curriculum. (TE)

ED 289 289
EC 201 250

Transition Summary, 1986.
National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 86
NOTE- 8p.
CONTRACT- G0084C3500
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Programs; *Deinstitutionalization (of Disabled); *Group Homes; *Mental Retardation; Parent Materials; *Parent Role; *Program Evaluation; Residential Programs; State Programs

Two articles examine issues of transition for people with mental retardation. The first article describes how the Ohio Association for Retarded Citizens (ARC) developed a parent-based project to monitor the quality of residential placements. The project was intended to assess both the strengths and weaknesses of community residential programs, to provide statewide feedback on service delivery, to develop a method by which citizens and service providers can work together to improve services, and to ensure individuals with retardation the opportunity to live in community settings which accommodate their individual needs with a minimum of restriction. The second article reviews one parent's experiences with her retarded daughter's struggles for independence. (CL)

ED 289 084
CE 049 324

Botterbusch, Karl F.
A Comparison of Computerized Job Matching Systems. Second Edition.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-76-3
PUB DATE- 86

NOTE- 230p.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Career Choice; Career Counseling; *Career Guidance; *Computer Oriented Programs; *Computer Software; Information Networks; Information Systems; *Occupational Information; Postsecondary Education; Secondary Education; *Vocational Evaluation; Vocational Interests; Vocational Rehabilitation

This publication describes and compares 15 nationally available computerized job matching systems. The first section discusses job matching systems in general and provides an outline and a summary comparison table of the systems. The second section, which makes up the major part of the document, contains descriptions of 15 systems. For each system, the following information is provided: development, hardware required, software required, machine processing, output, relationship to assessment devices, training, reviewer's summary and contents, address, cost, and references. The following job matching systems are reviewed: CHOICES, Computer Assisted Vocational Rehabilitation Counseling Techniques (VOCOMP); CompuJOBS, Computerized Career Assessment and Planning Program (CCAPP), DataMaster III, Isabel, Job Matching II, Job Opportunity Based Search (JOBS), Job-Person Matching System (JPMS), Labor Market Access (LMA), Occupational Access System (OASYS), ValSEARCH Series, Vocational Adjudicative Rehabilitation System (VARS), Vocational Information Processing System (VIPS) or (AIS), and Work-Match. The third section is a comparative study of the various systems. References and a glossary comprise the final two sections. An appendix contains sample printouts of a test case using the various systems. (KC)

ED 289 170
CS 210 860

Thompson, Patricia J.
Writing a Textbook: From Theoretical Knowledge to Tacit Knowledge--And Back Again!
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington DC, April 20-24, 1987).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Legal Problems; Models; Social Influences; *Systems Analysis; Technical Writing; *Textbook Content; *Textbook Preparation; *Textbook Publication; Textbook Standards; Writing Processes; Writing Research

Noting that the process of writing textbooks has seldom been studied, this paper offers a process-product model that relies on a systems analysis of the textbook universe (or megasystem) to provide insight into the textbook writing process. The model presented discloses the interaction of a number of boundaried but interdependent "peer systems," including the family system, the government system, the knowledge production system, the educational delivery system, and the knowledge distribution system. The paper notes that smaller, but nonetheless influential "satellite systems" affect the system as well, such as religious bodies, parent organizations, teachers' organizations, and self-constituted textbook critics. The paper next points out how perplexing perturbations in the family and government systems arose in 1986 and 1987 when parents brought suit against two school boards in Tennessee and Alabama about textbook content. A process-product analysis of the evolution of the textbook from blank page to manuscript page is presented next, followed by a description of the relationship between textbook writing and the knowledge production system (colleges and universities). Discussions of motivations of textbook authors, such as the opportunity for creativity and intellectual challenge, and the mission of textbook writing, are the topics of the final two sections of the paper. A table presenting a taxonomy of the peer and satellite systems in the ecology of education and 60 references conclude the paper. (SKC)

ED 289 199
CS 505 823

Erway, Ella A.
Listening: Theory and Instruction. A Selected, Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 84
NOTE- 5p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; *Basic Skills; Behavioral Science Research; Communication Research; Counselors; Elementary Secondary Education; Employers; Higher Education; Listening; Listening Comprehension; *Listening Skills; Research Methodology; Skill Development; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Listening Strategies; *Listening Theory

Noting that listening is a major concern of basic skills teachers, counselors, and employers, this annotated bibliography cites references for current behavioral research and methodology in teaching listening skills. Forty-nine references are included, as well as information on how to order those citations drawn from the ERIC database. (JC)

ED 289 217
CS 505 841

Darling, Ann L.; Staton-Spicer, Ann Q.
Teacher-Student Interaction in the Classroom: An Annotated Basic Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- Aug 87
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Classroom Communication; Classroom Environment; Educational Quality; Elementary Secondary Education; *Interpersonal Communication; Nonverbal Communication; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Styles; *Theory Practice Relationship
IDENTIFIERS- Communication Strategies

Noting that improving teaching effectiveness is a major concern for those working toward educational reform, this annotated bibliography provides references to inform teachers at all levels and researchers about classroom interaction. The 40 references are confined to theory and research on verbal and nonverbal face-to-face interaction between teachers and students. (JC)

ED 289 305
EC 201 266

Bennett, Susan

Subconscious Programming and Creative Achievement.

PUB DATE- Jul 84
NOTE- 68p.; Master's Thesis, Southwest Missouri State University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Acting; Art Education; *Brain Hemisphere Functions; *Cognitive Processes; Cognitive Psychology; *Creative Thinking; *Creativity; Dance Education; Elementary Secondary Education; Postsecondary Education; Teaching Methods

This thesis examines the formation of thought and the separate functions of the left and right brains, emphasizing the scientific basis of creative thinking. It explains the cause and effect relationship of thought and some possible methods for reconstructing an individual's belief system to produce desired effects. This reconstruction process is then applied in the form of subconscious programming to art, dance, and acting instruction. Three methods of subconscious programming are reviewed: visualization, physicalization, and characterization. (Author/JDD)

ED 289 321
EC 201 282

Reynaud, Gerald; And Others
Park Hill Secondary Learning Disability Project: An Alternative Service Delivery Model Implementation Manual.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.; Park Hill School District, Kansas City, MO.
PUB DATE- 1 Apr 87
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Delivery Systems;

Demonstration Programs; *Instructional Development; *Learning Disabilities; Learning Strategies; *Mainstreaming; Program Evaluation; Program Implementation; Secondary Education; Special Education Teachers; *Team Teaching

This manual describes an alternative service delivery model, developed at Park Hill School District in Missouri, that involves regular and special education secondary-level teachers in a collaborative instructional delivery system. Its three major components include: (1) "A Class within a Class" which places the teacher of mild/moderate learning disabled students in the regular classroom setting to monitor student progress, provide modified materials, and reinforce various skills, while maintaining the regular teacher as primarily responsible for course content; (2) collaborative curriculum development committees involving both regular and special education teachers in writing curriculum and teaching strategies; and (3) the development of a learning strategies curriculum. The program evaluation plan focuses on the appropriateness of the curriculum used, the success of the students involved, the satisfaction of students and parents, and an evaluation of teacher performance. (JDD)

ED 288 963
CE 047 977

Pritz, Sandra G.; Crowe, Michael R.
Technique for Computer Use: Software Evaluation. BASICS: Bridging Vocational and Academic Skills.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 50p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 969-978.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300ED--$7.50; complete BASICS set, SP300--$198.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Education; Basic Skills; *Computer Assisted Instruction; *Computer Software Reviews; *Courseware; Educational Planning; Guidelines; Instructional Material Evaluation; *Integrated Activities; Integrated Curriculum; Microcomputers; Secondary Education; *Vocational Education

This guide contains a compilation of suggestions and guidelines to assist secondary-level teachers in planning to make the most effective use of computer-assisted instruction (CAI) through careful courseware evaluation. It is part of BASICS, a set of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. An introduction defines CAI and relates it to the joint vocational-academic approach. The next three sections are structured around a checklist that deals with three major tasks: plan for effective use of the computer, establish guidelines for developing or evaluating software, and evaluate courseware. Three steps in planning for effective use of the computer are discussed: identify the benefits of CAI, identify appropriate tasks for CAI, and identify strategies for CAI. Establishing guidelines involves the following steps: identify the learning objectives and tasks, determine teaching effectiveness, evaluate appropriate use of computer capabilities, identify management possibilities, and evaluate documentation. The section on courseware evaluation provides information about microcomputer courseware evaluation sources and the Microcomputer Courseware Evaluation Form and Guide. (YLB)

ED 289 014

CE 049 071

Personal Safety in Cross-Cultural Transition. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-3.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- 85
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Cross Cultural Training; *Developing Nations; Foreign Countries; International Programs; Peer Counseling; *Rape; *Safety; *Safety Education; *Voluntary Agencies; Volunteers; *Volunteer Training

This training packet contains materials for predeparture and in-country sessions for Peace Corps volunteers on personal safety and handling of difficult situations. It is divided into three units. Unit 1 includes predeparture and in-country sessions that focus on personal safety issues. It is designed to increase awareness, develop strategies, and examine country-specific safety issues and how to handle difficult social situations. Unit 2 on rape and personal safety has a predeparture session to increase awareness and develop strategies for dealing with rape and an in-country session to make previous strategies country-specific and explore support for victims. Unit 3 is a design for a volunteer workshop on handling difficult situations and peer counseling. It explores current precautions used by volunteers, how they can more effectively handle difficult situations, and support of volunteers using techniques of peer counseling. Components for each session include behavioral objectives, time, teacher preparation, materials needed, procedures, content outline, and handouts. (YLB)

ED 289 042
CE 049 213

Eckles, Stephen G.; Miller, W. Wade
Perceptions of 1987 Master Gardener Participants toward the Use of Satellite Telecommunications for Educational/Extension Delivery.
PUB DATE- 87
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Agricultural Education; *Communications Satellites; Delivery Systems; *Distance Education; Educational Research; *Extension Education; *Horticulture; *Participant Satisfaction; Student Attitudes

The 1987 Master Gardener program was presented at 16 locations in Iowa, where weekday sessions were supplemented with Saturday satellite telecasts. This cooperative extension service program provided special training in horticulture to members of the local community who would then work as volunteers through their local cooperative extension office to provide horticulture-related information to their community. Telecasts consisted of pretaped segments that alternated with phone-in question-and-answer sessions. A questionnaire collected data from 174 participants regarding the perceived effectiveness of this teaching method. The delivery method was economically feasible. The majority of the respondents were satisfied with the satellite portions of the program and were favorably disposed toward use of satellite telecommunications for other extension uses and for education in general. Nearly 98 percent indicated that the telecasts were either well done or very well done. Almost 90 percent said they would be willing to attend future extension programs using satellite delivery. Complaints were in two areas: technical problems and the speed at which the broadcasts presented the material. (The instrument is appended.) (YLB)

ED 289 056
CE 049 281

Promoting Local Adoption of Bilingual Vocational Training Models. Regional Meetings (New York City, New York, January 26-28, 1987; Oakland, California, February 9-11, 1987; Houston, Texas, February 23-25, 1987).
Research Management Corp., Dover, NH.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 264p.; Some sections printed on colored paper. For a related document, see CE 049 280.
CONTRACT- 300-86-0108
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adoption (Ideas); Adult Education; Adult Programs; *Bilingual Education; *Limited English Speaking; *Program Development; *Staff Development; *Vocational Education; Vocational English (Second Language)

This guidebook is designed as a workbook and resource for workshop participants at regional meetings on bilingual vocational training (BVT). Since the book was intended to be introduced as parts of lecture, discussions, or participatory exercises in the workshops, not all is necessarily self-explanatory. The book treats only selected topics in BVT, including overview of BVT, assessing the job market, assessing students, BVT networks, BVT materials, private sector linkages, vocational/language coordination, funding sources, and action planning/proposal writing. Topics are treated through one or more of the following: brief narrative descriptions of concepts, research findings, or program development steps; resource materials or people available; learning and discussion worksheets; and supplementary articles. The final section includes two bibliographies. The annotated bibliography contains abstracts of selected documents of interest to BVT practitioners. The master bibliography lists in citation form all of the documents that have been previously cited in the small bibliographies found at the end of most of the sections. (YLB)

ED 289 070
CE 049 299

Basic Science Living Skills for Today's World. Teacher's Edition.
Zellers (Robert W.) Educational Services, Johnstown, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
Div. of Adult Basic Education.
PUB DATE- [87]
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Education; *General Science; *Learning Activities; Lesson Plans; *Science Activities; Science Curriculum; Science Education; *Science Instruction; Teaching Methods

This document is a teacher's edition of a basic skills curriculum in science for adult basic education (ABE) students. The course consists of 25 lessons on basic science concepts, designed to give students a good understanding of the biological and physical sciences. Suggested activities and experiments that the student can do are also included. The teacher's edition contains all of the content of the student text and an accompanying teacher's page for each lesson that states lesson objectives, ideas for discussion, and sources of additional information on the topic. The lessons cover the following topics: human senses; eye structure and function; aging, life expectancy; fever, infection, immunity; calories; cell growth; life cycles, parasites, disease; chromosomes, sex determination; bird anatomy and behavior; communication, animal behavior; speed of sound and light; characteristics of ice, freezing point of water; water facts and water cycle; friction, inclined plane; pulleys, mechanical advantage; levers; wheels and axles; siphons, barometers, air pressure; fuses, electricity; wet and dry cell, static electricity; speed, motion, momentum, and acceleration; motion, gravity; energy conservation; fire, bleach, boiling point; and evaporation. (KC)

ED 289 099
CG 020 365

Condom Advertising and AIDS. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.
PUB DATE- 10 Feb 87
NOTE- 103p.; Serial No. 100-1. Portions of document contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Advertising; Health Education; Hearings; Public Affairs Education; *Public Health; *Television Commercials; *Venereal Diseases
IDENTIFIERS- *Condoms; Congress 100th

This document present witnesses' testimonies from the Congressional hearing called to examine condom advertising and Acquired Immune Deficiency Syndrome (AIDS). Opening statements are included by Congressmen Henry Waxman, William Dannemeyer, and Jim Bates. C. Everett Koop, United States Surgeon General, and Gary Noble, AIDS coordinator for the Public Health Service, discuss the use of condoms in reducing the spread of AIDS, cite research testing condom effectiveness, and advocate condom advertising on television. June E. Osborn, dean of the School of Public Health, University of Michigan, describes condom usage as one of the few effective means available to prevent viral transmission and supports condom advertisements on television. Also testifying are representatives of the three national television networks: (1) Ralph Daniels, National Broadcasting Company; (2) George Dessart, Columbia Broadcasting System; and (3) Alfred R. Schneider, American Broadcasting Company. These witnesses describe efforts their companies have taken in AIDS education through programming and public service announcements and explain the problems associated with paid advertising of condoms. Theresa L. Crenshaw, president of the American Association of Sex Educators, Counselors, and Therapists, and Michael J. Rosenberg, executive director of the American Social Health Association, give their views on condom effectiveness, condom advertising, and the need for public education about AIDS. Materials submitted for the record are included as are question and answer dialogues between committee members and witnesses. (NB)

ED 289 184
CS 505 767

Johnson, J. David; Oliveira, Omar Souki
A Model of International Communication Media Appraisal and Exposure: A Comprehensive Test in Belize.
PUB DATE- Nov 87
NOTE- 34p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; *Cultural Interrelationships; Foreign Countries; High Schools; Intercultural Communication; *Mass Media; Mass Media Effects; Media Research; *Models; Multilingualism; Test Validity
IDENTIFIERS- Belize; *International Communication; International Television; *Media Exposure; Media Habits; Media Use

A study constituted the fifth phase of a programmatic research effort designed to develop and test a model of international communications media exposure and appraisal. The model posits that three variables--editorial tone, communication potential, and utility--have positive determinant effects on these dependent variables. Research was carried out in Belize, a small multi-lingual Central American country with no domestic television stations but with exposure to transborder television services from Mexico and the United States. Subjects, 245 high school juniors and seniors from three schools responded to a questionnaire about media exposure to Mexican and U.S. television, as well as print and radio. The Belizean youth represented a different population from elites who had been the focus of previous research. Results indicated that the proposed model provided an excellent fit with the data in the tests reported, and the amount of variance explained in appraisal and exposure was generally superior to that reported in other tests. Measurement errors were also acceptable. All of these factors taken together supported the general theoretical framework advanced in previous studies, and the overall pattern of results suggests that the model can be generalized for a variety of media, with important implications for intercultural relations. (Tables of data are included, and references are attached.) (NKA)

ED 289 272

EC 201 228

Reetz, Linda J.
Working with Paraprofessionals: An Evaluation Guide for Teachers.
PUB DATE- Jul 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Disabilities; Elementary Secondary Education; *Paraprofessional School Personnel; *Self Evaluation (Individuals); *Teacher Role

Teachers working with paraprofessionals should evaluate their effectiveness in promoting a comfortable and productive working climate for the paraprofessional A self-evaluation of their competence in defining responsibilities, creating a positive atmosphere, and providing training and recognition for the paraprofessional can be a helpful process. A sequence of seven steps is outlined for such an evaluation, beginning with teachers evaluating themselves on a list of target behaviors to describe their current pattern of behavior. The sequence also involves identifying one goal area in each of four subcategories for improvement and reevaluating the plan each quarter. (Author/CL)

ED 289 338
EC 201 299

Seelig, Shari
A College Guide for LD Service Providers. Position Paper Series: Document No. 12.
Long Island Univ., Brooklyn, NY.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 29p.; A part of the Transition Project, Learning How to Learn: A High School/College Linkage Model to Expand Higher Education Opportunities for Learning Disabled Students.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Admission; *College Role; *Delivery Systems; Higher Education; Individualized Instruction; *Learning Disabilities; Mainstreaming; *Services; Student Characteristics
IDENTIFIERS- Rehabilitation Act 1973 (Section 504)

The paper briefly reviews current issues and concerns facing postsecondary schools that provide services to learning disabled (LD) students. The following topics are discussed: college admissions policies, implications of Section 504 of the Rehabilitation Act of 1973, characteristics of LD college students, accommodations to meet their special needs, teaching suggestions for college faculty who have LD students in their classes, and components of a support services program for LD college students. The bulk of the document consists of sample forms (e.g., application forms for student support services) and lists of organizational and print resources. Thirty-three references are also provided. (JW)

ED 288 975
CE 047 989

Lankard, Bettina A.
Apply for Jobs. Work Skills: Job Search Skills Competency 3.0. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 24p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB04--$15.00; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; Career Education; Competency Based Education; Decision Making Skills; Educationally Disadvantaged; Education Work Relationship; *Employment Potential; Employment Practices; Employment Qualifications; Job Applicants; *Job Application; *Job Search Methods; *Job Skills; Learning Activities; Learning Modules; Secondary Education

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections' package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This competency booklet covers two tasks needed to apply for jobs: filling out applications and presenting the application. Each task is coordinated with operational units, a performance objective, and a step-by-step procedure for performing the task, as well as suggestions for evaluation. Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (KC)

ED 288 987
CE 048 003

Kalamas, David J.; Warmbrod, Catharine A.
Linking with Employers. OPTIONS. Expanding Educational Services for Adults.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 239p.; For related documents, see CE 048 001-008.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP500D--$39.95; complete OPTIONS set, SP500--$174.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Programs; Apprenticeships; Community Colleges; Cooperative Planning; *Cooperative Programs; Economic Development; Job Skills; Job Training; *Labor Education; *Linking Agents; Postsecondary Education; *Retraining; *School Business Relationship; Skill Development; Technical Education; Technological Advancement; Two Year Colleges; *Unions
IDENTIFIERS- *Contract Training

This guide is intended to help two-year colleges create viable linkages with business, industry, and labor and design and offer training programs for and in cooperation with business and labor. The first part covers the following aspects of linkages: business and industry perspectives on linkages and cooperative programming, organized labor perspectives (organized labor and America's productivity, organized labor education and training, tuition aid programs as negotiated benefits for worker's education, the role of community colleges in labor education and training programs), and two-year colleges and economic development (economic development, investment in human resources, perspectives from five leaders concerned with economic development, practical advice for community colleges, suggested economic development activities, and needs assessment for economic development). The second part examines becoming an effective linker (skills and correct attitudes for linkers, self-assessment and self-development strategies), developing a linkage plan, and establishing linkages (administrative support, promotional materials, and linkage dos and don'ts). The third part presents guidelines and strategies for providing customized training, apprenticeship programs, and cooperative education and for dealing with barriers to linkages with business and industry and with organized labor. (MN)

ED 289 000
CE 048 989

Sauve, Virginia L.
From One Educator to Another: A Window on Participatory Education.
Grant MacEwan Community Coll., Edmonton (Alberta).
PUB DATE- 87
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Adult Educators; Adult Learning; *Adult Students; Annotated Bibliographies; Curriculum Development; Foreign Countries; Learning Activities; *Participative Decision Making; Postsecondary Education; Program Administration; Program Evaluation; *Student Participation; *Student School Relationship; *Teacher Student Relationship
IDENTIFIERS- Canada

This guide is intended to serve as a resource for adult educators who are interested in having their students assume a more active role in the process of planning, implementing (teaching/learning), and evaluating the education programs in which they are enrolled. Specifically addressed to those who work with adults on the margins of society--the poor, the incarcerated, the illiterate, the mentally handicapped and others--the guide is organized in a two-part format. The first part examines the theoretical foundations of participatory education, and the second part discusses the Abbotsfield Women's Project, which was a pilot project in participatory education that was conducted in Edmonton, Canada, between October 1985 and June 1986. The following aspects of participatory education programs are covered in part 1: the basic concept and framework of participatory education; guiding principles for participatory education (participation, commitment, community, accountability and responsibility, praxis, hope, vision, acknowledgment); curriculum and the notion of curriculum as plan (intents, sources and resources, activities, and evaluation); and administrative concerns (facility, child care, confidentiality, questions of time, staff roles, the question of power, the validity of the "numbers game," and ways of locating interested participants). Part 2 describes the history and design of the Abbotsfield Women's Project, the processes used in developing and implementing the project (creating an environment, connecting and focusing, working toward an experience of community, responding to the moment, caring for others, reaching into and beyond oneself, celebrating community, and reflecting), reactions of project participants to the project, and project outcomes. A 12-page annotated bibliogrpahy is included. (MN)

ED 289 029
CE 049 191

Berryman, Sue E.
Breaking Out of the Circle: Rethinking Our Assumptions about Education and the Economy. Occasional Paper No. 2.
National Center on Education and Employment, New York, NY.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 87
NOTE- 11p.; Paper presented at the National Conference and Exposition of the American Society for Training and Development (43rd, June 21-26, 1987).
GRANT- G008690008
AVAILABLE FROM- National Center on Education and Employment, Box 174, Teachers College, Columbia University, New York, NY 10027.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Education; *Economics; Elementary Secondary Education; *Human Capital; *Job Training; *Labor Force Development; *Vocational Education

The National Center on Education and Employment has taken on the task of challenging and rethinking the premises that underlie traditions of human capital development in this country. This task is summarized in the question, "Who should teach which work-related skills to whom, when, and how?" Its first priority is that the Center's primary audience is educational policymakers. Second, the Center concentrates on two of the most powerful human capital pressures on the economy--the need for worker adaptability or flexibility and the quality of the labor supply. Third, its primary objective is to spearhead a major restructuring of K-12 education. Fourth, in rethinking K-12 education, the Center challenges distinctions between work-related and general learning. Fifth, the Center questions distinctions made between at-risk and not-at-risk learners. Finally, the Center challenges the assumption that the nation's educational and training delivery systems--for example, schools, the military, the corporate training system, and public training programs--differ substantially in their pedagogic strategies. (YLB)

ED 289 113
CG 020 379

Health and Human Services: Documentation of Funding Decisions for Child Abuse and Neglect Grants Inadequate. Report to the Chairman, Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Operations, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-69
PUB DATE- 22 May 87
NOTE- 41p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more copies, $2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Child Abuse; Child Neglect; *Decision Making; *Federal Aid; *Financial Support; Program Proposals; *Recordkeeping

At the request of Congressman Ted Weiss, the General Accounting Office (GAO) reviewed discretionary grant funding practices by the Office of Human Development Services (OHDS) for National Center on Child Abuse and Neglect projects. The GAO investigation focused on the extent to which OHDS selected and rejected full grant applications and preapplications out of ranking order without written justification and the extent to which it selected grant applications for administrative rather than competitive review without written justification during fiscal years 1984 and 1985. The results revealed that in selecting child abuse and neglect projects to fund in 1984 and 1985, 15% of OHDS's decisions on competitively reviewed full applications and preapplications were made out of ranking order. Written justification was not prepared for 83% of these cases, nor was it prepared for any applications rejected within ranking order or for 93% of decisions to select grant applicants for administrative rather than competitive review. Other required documentation on resolution of recommendations and suggestions of expert reviewers, review comments by OHDS officials, and files of rejected applications were also not kept. Although OHDS took steps to remedy these problems in fiscal year 1986, the steps did not resolve all of the problems. The report includes several recommendations for the Secretary of Health and Human Services. (NB)

ED 289 127
CG 020 393

Auvenshine, Dwight
Demographic and Psycho-Social Implications for Assessment and Treatment of Chronic Pain Patients.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demography; *Diseases; *Medical Services; *Patients; *Psychological Characteristics; *Social Influences; Therapy
IDENTIFIERS- *Chronic Pain; Minnesota Multiphasic Personality Inventory

Several demographic and psychosocial variables affect assessment and treatment of chronic pain patients. The variables include demographic characteristics, life styles, family constellations, job conditions, financial status, support networks, and leisure activities. In recent years clinics and programs have emerged in a variety of configurations. Programs vary according to geography, agency, size, and training emphasis. Patients vary systematically according to program type on demographics, characteristics of pain problems, treatment history, and employment and compensation status. Findings regarding ethnic differences in responding to pain were reported among Black, Italian, Jewish, Irish, and Puerto Rican patients. While intellectual and personality variables bear some relationship to reported pain, the relationships are complex and equivocal. Several studies report Minnesota Multiphasic Personality Inventory (MMPI) results. Although the MMPI does not reliably differentiate "functional" from "organic" or predict success versus failure among pain patients, it does reflect distress level, chronicity, and adaptation to the condition. Chronic pain is an extremely complex phenomenon. Pain experience and pain behaviors are affected by interacting physical, medical, psychological, vocational, and social conditions. All these factors and their cumulative effects should be considered in order to treat chronic pain patients effectively. (Author/ABL)

ED 289 143
CG 020 410

Russell, Pam
Crimes against Children: B. Sexual Morality. Discussion Paper 86-1B.
Wisconsin State Legislative Council, Madison.
PUB DATE- 15 Aug 86
NOTE- 62p.; For related documents, see CG 020 406-414.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Adolescents; Child Abuse; Children; *Crime; *Incest; *Obscenity; *Sexual Abuse; *State Legislation; *Victims of Crime
IDENTIFIERS- *Wisconsin

This document is one of six discussion papers prepared for the Wisconsin Legislative Council's Special Committee on Crimes Against Children. The introduction explains the committee's task of conducting a thorough examination of state laws relating to crimes against children, reviewing major policy issues affecting those laws to determine whether substantive changes are needed in various statutory provisions and reorganizing the laws. This paper deals specifically with crimes involving sexual morality. It is divided into five parts which address the issues of: (1) incest; (2) enticement of a child for immoral purposes; (3) fornication, sexual gratification, and lewd and lascivious behavior; (4) obscenity and exposure of minors to harmful materials; and (5) soliciting prostitutes. For each of these issues, there is a section explaining current law and a section giving suggestions for statutory revisions. Copies of the statutes covered in the report, arranged in numerical order, and a copy of ss. 939.50 to 939.52, which prescribe the basic criminal penalty classification system used in the Criminal Code are appended. (NB)

ED 289 200
CS 505 824

Gray, Philip A.
Assessment of Basic Oral Communication Skills: A Selected, Annotated Bibliography.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 84
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Ability Identification; Basic Skills; Communication Skills; *Educational Assessment; Elementary Secondary Education; Interpersonal Communication; *Listening Skills; *Minimum Competency Testing; Skill Development; *Speech Skills; Student Evaluation

The 40 references in this annotated bibliography are intended for educators concerned with assessment of basic speaking and listening skills, especially in the context of minimal competency testing and basic skill improvement programs. The materials cited do the following: (1) address broad assessment issues; (2) review a variety of test instruments; (3) report assessment practices throughout the states; and (4) focus specifically on the assessment of speaking, listening, and functional communication skills. (JC)

ED 289 218
CS 505 842

Friedrich, Gustav W.
History of American Communication Education: A Selected, Annotated Basic Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- Jun 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Communication (Thought Transfer); Educational Change; *Educational History; Educational Trends; Higher Education; Persuasive Discourse; Rhetoric; *Speech Curriculum; *Speech Instruction; United States History
IDENTIFIERS- Classical Rhetoric; Historical Bibliography; *Speech Communication Education

Noting that only a fraction of the articles in speech journals have been concerned with the history of speech education in the United States, this annotated bibliography provides a broad guide to the materials necessary for understanding that history. The 45 citations are organized in six sections concerned with: (1) historical background; (2) educational context; (3) general sources; (4) professional associations; (5) selected teachers; and (6) additional sources. (NKA)

ED 289 232
EA 019 752

Simon, Toby R.
Fundamentals of School Board Membership.
New Jersey School Boards Association, Trenton.
PUB DATE- 86
NOTE- 115p.
AVAILABLE FROM- Business Office, New Jersey School Boards Association, P.O. Box 909, Trenton, NJ 08605-0909.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Policy; *Board of Education Role; *Boards of Education; Conflict Resolution; Curriculum Evaluation; Decision Making; Educational Finance; Elementary Secondary Education; Meetings; Parliamentary Procedures; Policy Formation; Politics of Education; Problem Solving; Public Agencies; Publicity; Public Policy; Public Relations; Public Schools; School Districts; School Law; State School District Relationship
IDENTIFIERS- New Jersey; New Jersey School Boards Association

This book provides basic information for new board of education members on a wide range of issues that have turned up on board of education agendas in New Jersey over the past 10 years. Separate sections are devoted to the following: (1) the New Jersey School Boards Association's code of ethics for board members; (2) the governance of New Jersey Public Education; (3) the respective roles of board members and superintendents; (4) a school law primer for new board members; (5) understanding parliamentary procedure; (6) policy; (7) the board-superintendent relationship; (8) researching curriculum issues; (9) textbook approval; (10) budget calendar; (11) essentials of school finance; (12) glossary of school finance terms; (13) legislation and the role of the board member; (14) the board and labor relations; (15) foundation of a public relations program; (16) dealing with the press; (17) a selective glossary of education and budget terms; and (18) the New Jersey School Boards Association Field Services Department. (TE)

ED 289 258
EA 019 823

Public School Student Membership and Staff, 1986-87. Final Tabulations. ED TABS: Education Data Tabulations.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- OERI-CS-88-031
PUB DATE- Nov 87
NOTE- 9p.; For the preliminary report, see ED 285 285.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *Enrollment; Guidance Personnel; National Surveys; Nongraded Instructional Grouping; Preschool Education; Resource Staff; *School Personnel; *School Statistics; Teacher Aides; *Teacher Distribution; *Teacher Student Ratio

This statistical report presents three tables of final data on national public school student membership, instructional staff, and support staff for the 1986-87 school year. The fall 1986 counts of students, teachers, and student/teacher ratios are set forth for each of the 50 states and the District of Columbia reporting as of August 15, 1987. Total counts for the nation as a whole are presented, except for the following categories, where states are missing data: Prekindergarten and "ungraded" students; and prekindergarten teachers, kindergarten teachers, teachers of ungraded students, and instructional aides. Student enrollment is broken down from prekindergarten through grade 12 and for ungraded students. Numbers and percentages are tabulated for instructional staff (teachers and instructional aides) and for support staff (guidance counselors/directors and "other"). The report derives the following statistical observations: (1) The student/teacher ratio ranges from a low of 13.7 for Connecticut to a high of 23.4 for Utah; (2) total public school enrollment is approximately 39.8 million students; and (3) nationally, teachers account for a little over half, 53.4 percent, of the total staff of public schools. These more complete statistics may be compared with those included in the preliminary report from 42 states as of May 15, 1987. (CJH)

ED 289 290
EC 201 251

Shaw, Stan F.; And Others
The Connecticut Consortium: A Statewide Effort to Develop and Enhance Learning Disability College Programming.
PUB DATE- Jul 87
NOTE- 13p.; Paper presented at the National Conference of the Association on Handicapped Student Service Programs in Postsecondary Education (10th, Washington, DC, July, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Consortia; Cooperative Programs; Demonstration Programs; Higher Education; *Learning Disabilities; *Program Development; *State Programs; *Technical Assistance
IDENTIFIERS- *Connecticut

A statewide consortium effort in Connecticut was designed to increase the quantity and quality of services available to postsecondary students with learning disabilities (LD). Two model programs were funded and evaluated, and the consortium was developed to replicate the success of the models by encouraging program development throughout the state. Specifically, the purpose of the consortium, is to provide technical assistance on 10 topics, including admissions and intake procedures, diagnosis and assessment of adults with LD, service delivery, and financial considerations. Workshops were conducted and on-site assistance was provided. Key elements for success have included collaboration between parents and professionals, the development of political support, training for college administrators, and the availability of free, on-site technical assistance from experienced, data-based practitioners. (CL)

ED 289 306
EC 201 267

Education of the Handicapped Act: 20 U.S.C. 1401-1485.
New York State Education Dept., Albany.
PUB DATE- [86]
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; Assistive Devices (for Disabled); *Disabilities; Early Childhood Education; Educational Media; Educational Research; Educational Technology; Elementary Secondary Education; *Federal Legislation; *Federal Programs; Instructional Materials; Professional Education; *Special Education

This document reproduces sections of the U.S. Code relevant to education of the handicapped, specifically Sections 1400-1485 of U.S. Code Chapter 20, with citations for the public laws that legislated each section. The public laws incorporated into these sections include Public Law 91-230 (April 13, 1970, as amended by Public Law 93-380, August 21, 1974), Public Law 94-142 (November 29, 1975), Public Law 95-561 (November 1, 1978), Public Law 98-199 (December 2, 1983), Public Law 99-372 (August 5, 1986), and Public Law 99-457 (October 8, 1986). Subchapter titles include: "General Provisions"; "Assistance for Education of All Handicapped Children"; "Centers and Services to Meet Special Needs of Handicapped"; "Training Personnel for the Education of the Handicapped"; "Research in the Education of the Handicapped"; "Instructional Media for Handicapped"; "Technology, Educational Media, and Materials for the Handicapped"; and "Handicapped Infants and Toddlers." (JDD)

ED 289 015
CE 049 075

Ellis, Cornelia S.
Literacy Statistics in the RSA, 1980. Report Soling-12.
Human Sciences Research Council, Pretoria (South Africa).

REPORT NO.- ISBN-0-7969-0436-7
PUB DATE- 87
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Age Differences; *Educational Attainment; Foreign Countries; *Literacy Education; *Racial Differences; Research Methodology; Sex Differences
IDENTIFIERS- *South Africa

Literacy data were collected on a 5 percent sample of the Republic of South Africa's 1980 population census. Approximately 5 million persons aged 20 or older were found to be illiterate. The racial breakdown of the literacy rate among the different population groups was as follows: Asians, 79.84 percent; whites, 97.18 percent; racially mixed persons, 68.54 percent; and blacks, 45.48 percent. Illiteracy rates were found to be highest in rural areas and among blacks, racially mixed persons, and Asians. The illiteracy problem appeared to be greater among women than men, and the increase in literacy among men was greater than that among women. The greatest discrepancy between the literacy levels of the sexes in one race (a 21.65 percent discrepancy) is among Asians. The highest illiteracy rates (for all racial groups studied) were found among persons over the age of 35. In present circumstances, the chance of becoming literate after passing the usual school age seems to be slight or unlikely. For this reason, increasing the percentage of literate adults in the population still depends primarily on adding young literates to the population. (This report also includes responses to criticisms that have been raised concerning the methodology of conducting South Africa's census and defining and determining literacy rates among the country's different racial groups. Appendixes contain statistical tables.) (MN)

ED 289 085
CE 049 325

Thomas, Stephen W.
Report Writing in Assessment and Evaluation.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-56-9
PUB DATE- 86
NOTE- 173p.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Diagnostic Tests; Postsecondary Education; Recordkeeping; Records (Forms); *Reports; Secondary Education; *Student Evaluation; Student Records; *Technical Writing; *Vocational Adjustment; *Vocational Aptitude; Vocational Education; *Vocational Evaluation; Vocational Maturity; Vocational Rehabilitation

This book is a step-by-step guide to the logical writing of meaningful and practical vocationally oriented reports. The book contains an introduction and 12 additional chapters. The introduction defines vocational evaluation reports and discusses the skill, art, and science of meaningful report writing. The 12 chapters cover the following topics: communication and awareness, characteristics of good reports, problems in report writing, writing in different settings, developing report outcome options, types of evaluation and assessment reports, preparing to write a report, the report format, organizaing the body of the report, the content of the report, writing prescriptive recommendations, and evaluating the report. A bibliography is included. Nine appendixes contain examples of various types of vocational evaluation and assessment reports. (KC)

ED 289 158
CS 008 971

Chapman, L. John
The Importance of Cohesion in the Assessment of Readability. Draft.
PUB DATE- Apr 86
NOTE- 41p.; Paper presented at the Annual Meeting of the International Reading Association (31st, Philadelphia, PA, April 13-17, 1986). Figure 5 may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cohesion (Written Composition); Elementary Secondary Education; Fiction; Foreign Countries; Literary Genres; Models; Nonfiction; *Readability; *Readability Formulas; Reading Ability; *Reading Comprehension; *Reading Processes; Reading Research; Silent Reading
IDENTIFIERS- England; *Text Factors; Text Structure

To develop a new model of the reading process, a longitudinal study investigated the importance of the concepts of cohesion and register (fiction or nonfiction) in the assessment of text readability. Subjects, 436 8-year-olds (Cohort A), 474 10-year-olds (Cohort B), and 445 13-year-olds (Cohort C) from 23 urban and rural British schools--most of whom were average readers--participated in a silent reading comprehension project using extracts from school texts and in near normal classroom situations. Initial test results revealed that reading ability was best accommodated along a continuum rather than being related to the child's age. Findings also suggest that the large data bank of responses provided by the tests allowed analysis of chapter parts or whole chapters of books. It was also possible to map the chaining in the responses and then to compare those chain patterns with examples of similar situations in the data bank. Results suggest the possibility of advising publishers and authors on those areas of the text where readability is unclear and where learning is likely to be problematic. (Eight figures are included, and 34 references are attached.) (NKA)

ED 289 171
CS 210 866

Small, Robert C., Jr.
Linguistics in the English Class.
PUB DATE- Nov 87
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Class Activities; *Definitions; Dictionaries; English Curriculum; English Instruction; Etymology; *Experiential Learning; Grammar; Instructional Materials; Language Acquisition; *Lexicography; *Linguistics; Literacy; Motivation Techniques; Secondary Education; Spelling; Teaching Methods; Vocabulary Development; Word Lists; Writing Exercises

Designed for secondary school English teachers who want to help their students develop enthusiasm for words, their histories, and the way language structures words to produce meaning, this paper offers suggestions for a program of study employing dictionary projects and personal experience. The paper describes making a class dictionary of teen language, involving such activities as the following: (1) posting words on a class bulletin board; (2) interviewing students and parents to gather words; (3) examining dictionaries to see what words they contain; (4) examining textbooks for ways to present new terms; (5) examining dictionary histories; (6) deciding how to select words; (7) writing definitions; (8) determining spellings and variant spellings as well as pronunciation and usage; (9) debating decisions of correctness versus majority rule; and (10) accounting for changes in meanings of various words. The paper argues that this broader, deeper type of language study remedies past problems of paying exclusive attention to memorization and mechanical skill, because students begin to understand the nature of the language system they have mastered. The paper suggests additional language lesson plans based on different areas of linguistic studies, including units on generating spelling rules from observations of spelling patterns, proposing a reform of English spelling, illustrating a definition, compiling lists of morphemes, and compiling sequences of words with relative shades meaning. (JG)

ED 289 245
EA 019 780

Doll, William E., Jr.
Foundations for a Post-Modern Curriculum.
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum; *Cybernetics; *Educational Philosophy; Elementary Secondary Education; *Foundations of Education; Holistic Approach; Humanization; *Physics; Relativity; Systems Approach; Thermodynamics
IDENTIFIERS- Newton (Isaac); Postmodernism; *Prigogine (Ilya)

This paper suggests that present-day curriculum, based on Newtonian thought, has been rendered obsolete by the holistic and interactive "post-modern" world view based on quantum physics, nonlinear mathematics, general systems theory, and Ilya Prigogine's nonequilibrium thermodynamics. The Newtonian world view, which is linear and reductionist, is the theoretical foundation of Madeline Hunter's or Ralph Tyler's notions of an orderly curriculum with ends preset, and of B. F. Skinner's conceptions of expressing learning in discrete, quantifiable, and linear units. These conceptions assume the whole to be no more than the sum of the parts and lead to a curriculum that is cumulative rather than transformative. This paper accordingly focuses on three facets of post-modern thought that have radical implications for curriculum: (1) the nature of open (as opposed to closed) systems; (2) the structure of complexity (as opposed to simplicity); and (3) transformatory (as opposed to cumulative) change. Prigogine's notion of nonequilibrium or dissipative structures in the process of becoming is posited as a more accurate model for a curriculum than Newton's physical, inert, mechanical structures. These developing, open structures have their own properties, distinct from equilibrium structures, and are useful as models for curriculum research and thought. Specifically, it is argued that curricula should be structured as self-regulating "open systems" where internal, autocatalytic transformations are encouraged. To move from a curriculum based on the simple and separate to one based on the complex and cosmological requires us not only to adopt a "new dialogue with nature" but also to adopt a radically new relationship with students and a more integrative approach to subject matter. (TE)

ED 289 273
EC 201 234

Advocating for Your Child.

Bancroft School, Haddonfield, NJ.
PUB DATE- Jun 86
NOTE- 48p.; Compiled by the Autism Outreach Project. For related documents, see EC 201 235-239.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Autism; *Child Advocacy; Conflict Resolution; Due Process; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; Parent Materials; *Parent Role; *Special Education; State Legislation
*IDENTIFIERS- *New Jersey*

The booklet offers guidelines to help parents of children with autism become more effective advocates for their children. Following a brief summary of parental rights in the education process, the booklet addresses special education and due process concerns. The hierarchy of procedures in bringing about a resolution of differences between parents and school districts is outlined. Services available from the Division of Developmental Disabilities for adults with autism are reviewed. A short list of suggestions for effective advocacy is followed by a discussion of parent rights and responsibilities under P.L. 94-142, the Education for All Handicapped Children Act. Basic characteristics of an effective advocate are noted along with summaries of advocacy-related services in New Jersey, national advocacy organizations, and four presentations on legislation. A brochure entitled "12 Month Education for Your Child" on how parents can request an extended school year program is attached. (CL)

ED 289 322
EC 201 283

Learning Materials Catalog: A Guide to Selection and Use of Games and Toys.
Illinois State Board of Education, Springfield.; Learning Games Libraries Association, Oak Park, IL.
SPONS. AGENCY- Administration for Children, Youth and Families (DHHS), Chicago, IL. Region 5.; Illinois Council for Exceptional Children, Peoria.
PUB DATE- 86
NOTE- 277p.; Also sponsored by the Resource Access Project at the University of Illinois.
AVAILABLE FROM- Learning Games Libraries Association, Box 4002, Oak Park, IL 60303 ($21.00 includes postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Auditory Discrimination; Cognitive Ability; Communication Skills; Daily Living Skills; Early Childhood Education; *Educational Games; Elementary Secondary Education; *Instructional Materials; Interpersonal Competence; *Learning Activities; *Learning Problems; Mathematics Instruction; *Physical Disabilities; Psychomotor Skills; Reading Readiness; Tactual Perception; *Toys; Visual Discrimination

The catalog was developed to provide information about more than 200 recommended learning games and toys for all children, especially those with learning problems or physical handicaps. The materials listed provide educational experiences through game formats and help to develop gross and fine motor skills, math and reading readiness skills, cognitive skills, auditory and visual discrimination, communication skills, social emotional skills, life skills, and tactile awareness. The listings are organized alphabetically by toy name within these skill areas. For each listing, the following information is provided: suggested developmental level, suggested interest level, a drawing of the item, brief description, suggested uses, manufacturer and price, and skill areas. In an appendix, a chart indicates the toy's availability from eight distributors across the country. Other items contained in the catalog include definitions of terms, a consumer's guide to purchasing the toys, and a description of the Learning Games Libraries Association. (JDD)

ED 288 964
CE 047 978

Pritz, Sandra G.; Crowe, Michael R.
Technique for Individualization: The Academic Development Plan. BASICS: Bridging Vocational and Academic Skills.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 101p.; For related documents, see ED 252 701-702, ED 252 737-739, ED 257 995, ED 266 264, ED 276 873, and CE 047 969-977.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP300EE--$9.95; complete BASICS set, SP300--$198.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Academic Education; *Basic Skills; Cognitive Style; *Diagnostic Teaching; Disabilities; Gifted; Immigrants; *Individualized Education Programs; *Integrated Activities; Integrated Curriculum; Migrant Youth; Minority Groups; Needs Assessment; Secondary Education; Sex Fairness; *Student Needs; Talent; Teaching Methods; *Vocational Education

This document guides school staff through a systematic identification of individual student needs and steps to meet those needs. It is part of BASICS, a package of integrated materials developed to assist teachers, administrators, and counselors in bridging vocational and academic skills. It discusses the process for developing an Academic Development Plan (ADP) and completing an ADP form. An introduction describes the rationale for an ADP and the ADP process. Each of the next six sections focuses on one of the ADP tasks: prepare to develop ADPs, obtain information for the ADP, analyze students' needs and design a plan to address them, put the plan into action, monitor student progress, and revise the ADP. Extensive appendixes include the ADP form; information on diagnostic testing (formal and informal student assessment, additional sources of information); basic skills analysis forms; information on cognitive style, learning style, and teaching techniques; a summary of sex equity principles; an article with basic information on mainstreaming and school-to-work transition; and background material on minority and immigrant, gifted and talented, and migrant youth. (YLB)

ED 289 043
CE 049 215

Study Plan for the National Assessment of Vocational Education.
Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

PUB DATE- Dec 86
NOTE- 28p.; For a related document, see ED 283 020.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Compliance (Legal); *Educational Assessment; Educational Planning; Educational Policy; *Federal Legislation; Federal Programs; Postsecondary Education; Program Effectiveness; Program Evaluation; *Program Implementation; Program Validation; *Research Design; Secondary Education; Summative Evaluation; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *National Assessment of Vocational Education

The Carl D. Perkins Vocational Education Act of 1984 mandates that the U.S. Department of Education conduct a National Assessment of Vocational Education. The National Assessment, designed following staff research and the input of experts who met in Washington, D.C. in September 1986, will focus on five broad areas: implementation of the Perkins Act, vocational education for special populations, conditions of secondary vocational education, conditions of postsecondary vocational education, and the changing economy and its skill requirements. A number of research studies will be conducted in each of these areas in order to assess the effectiveness of the vocational education programs mandated by the Perkins Act. The National Assessment will produce a final report in January 1989, with two interim reports scheduled for January 1988 and July 1988. (KC)

ED 289 057
CE 049 284

Roth, Gene L., Ed.; Walter, Richard, Ed.
The Trade and Industrial Education Research Committee. Proceedings of the Carousel Session, American Vocational Conference (Las Vegas, Nevada, December 1987).
American Vocational Association, Alexandria, VA. Trade and Industrial Education Div.

PUB DATE- Dec 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Comparative Analysis; *Computer Assisted Instruction; Conference Proceedings; Drafting; Educational Research; Learning Strategies; Teacher Attitudes; *Teacher Educator Education; *Teaching Styles; *Trade and Industrial Education; *Vocational Education Teachers
IDENTIFIERS- *Computer Assisted Design

This document presents three papers dealing with trade and industrial education research. "Educating the Vocational Teacher Educator" (Clyde Knight) reports a study to identify needs of vocational teacher educators to improve existing programs and make necessary changes in doctoral programs. "The Relationship between Perceived Learning Style and Teaching Style of Occupational Educators" (Ray Sanders, Michael Galbraith) presents findings of a study to examine the perceptual learning modalities of junior college occupational educators and how they thought they learned best and to compare this learning style preference to the teaching methodologies used in their instructional situations. "A Comparison of Beginning Drafting Achievement between Students Using Traditional Equipment and Students Using Computer Aided Design and Drafting Equipment" (Dennis Murphy) reports that no significant difference was found in the achievement of beginning drafting competencies between students using traditional drafting tools compared to students using computer-aided design and drafting tools. (YLB)

ED 289 071
CE 049 301

Aderinto, J. A.
The Struggle and Problems Facing Nigerian Adult Educators: A Case Study.
PUB DATE- Oct 87

NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Education; Comparative Education; Continuing Education; Developing Nations; Foreign Countries; Postsecondary Education; *Problems; *Program Improvement; *Teacher Attitudes
IDENTIFIERS- *Nigeria

A study was conducted to determine the handicaps and problems facing Nigerian adult educators. The sample population was 90 adult educators drawn from both the public higher institutions and voluntary adult education agencies in Nigeria. The Educational Handicaps and Problem Questionnaire (EHPQ) developed from the study of Brunner and Nicholls (1960) was administered to adult educators in public higher institutions and voluntary agencies. Both groups of adult educators identified research, methodology, retention of competent professional staff, and definition of adult education as the major handicaps and problems in their field. The study concluded that both education policymakers and adult education agencies should work together in finding solutions to the problems of adult educators. Adult educators should be involved in enabling the university extension and colleges to capitalize on the vast network of relationships with voluntary agencies and faculties. (Author/KC)

ED 289 100
CG 020 366

Health Care for the Homeless. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce.

House of Representatives, Ninety-Ninth Congress, Second Session (December 15, 1986).
Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.
PUB DATE- 87
NOTE- 146p.; Serial No. 99-182. Portions of document contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Delivery Systems; *Federal Legislation; *Government Role; *Health Needs; Hearings; *Homeless People; *Medical Services; Mental Health
IDENTIFIERS- Congress 99th

This document presents witnesses' testimonies and related materials from the Congressional hearing called to consider how the federal government can better meet the health needs of the homeless. Opening statements are included from Congressmen Henry Waxman, Ron Wyden, and Gerry Sikorski. Witnesses providing testimony include Robert Gallagher and Delores Marshall, two residents of shelters for the homeless. William J. Vicic, St. Vincent's Hospital, New York City, tells from clinical experience the health needs of the homeless. Phyllis B. Wolfe, Health Care for the Homeless Project, explains how the Washington, D.C. project set up a new delivery system to reach the homeless. Diane Sonde, Project Outreach, Goddard-Riverside Community Center, New York City, explains how Project Outreach makes contact with the chronically mentally ill homeless and makes mental health services available to them. Also providing testimony are Janet Waxman and Tipper Gore, co-chairs of Families for the Homeless, who discuss recommendations concerning the federal-state Medicaid program and provisions of the Health Care for the Homeless Act. Maria Foscarinis, Washington Counsel for the National Coalition for the Homeless, emphasizes the need for the federal government to take action to meet the health care needs of the homeless. Materials submitted for the record, prepared statements of witnesses, and question and answer dialogues between committee members and witnesses are included. (NB)

ED 289 128
CG 020 394

Colarelli, Stephen M.; And Others
Selective Recruiting: College Characteristics and Job Outcomes.

PUB DATE- Aug 87
NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountants; *College Graduates; College Students; Educational Benefits; Education Work Relationship; *Employee Attitudes; Employment Opportunities; Employment Potential; Higher Education; *Institutional Characteristics; *Job Performance; Outcomes of Education; *Personnel Selection; Recruitment; *Work Attitudes

Although institutions of higher education differ widely, little is known about the effects of different college characteristics on early career outcomes. A study was conducted to examine the relationships among nine college characteristics and job offers, employment status, job attitudes, and job performance of recent college graduates. College characteristics studied were ability of entering freshmen, selectivity, sex composition of student body, control, size, wealth, religiosity, religious affiliation, and reputation for quality. The sample consisted of accounting students and newly-hired accountants representing 93 colleges and universities. Subjects were surveyed during the beginning of their senior year in college, their first week at work, and after one year on the job. The results indicated that the college characteristics examined were generally not related to job attitudes and job performance. Characteristics of colleges did correlate strongly with receiving job offers from, and being employed at, prestigious firms. The results are discussed in terms of threshold effects, situational influences, and prestige effects. Implications for educational and recruiting practices are suggested. (Author/NB)

ED 289 185
CS 505 775

Sharkey, William F.
A Deaf Child Born to Hearing Parents: Communicative Disruptions, Implications and Adjustments.
PUB DATE- Nov 87
NOTE- 42p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Small type size may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Communication Disorders; Communication Research; Communication Skills; Coping; *Deafness; *Family Life; Family Problems; Grandparents; *Hearing Impairments; Interpersonal Communication; Language Handicaps; Lipreading; Manual Communication; Oral Communication Method; *Parent Child Relationship; Siblings; Sign Language; Speech Handicaps
IDENTIFIERS- Intrapersonal Communication

Noting that when a deaf child is born to hearing parents, problems arise due to the language barrier, this paper discusses the kinds of disruptions hearing parents experience with the birth of a deaf child, the implications such an impairment has on development and language acquisition, and the adjustments made for such a child. Following an introduction which suggests that a child may have many meanings for parents, the first section of the paper presents the stages of development from birth to one year for normal and deaf children. The second section examines the discovery and diagnosis of deafness in a child, and the stages of mourning--impact, denial, grief, focusing outward, and closure--that parents of deaf children experience. Subsections also examine the impact a deaf child may have on the parents and their ability to communicate with one another, upon grandparents, who often continue to deny the problem, and upon siblings, whose time with and closeness to the parents may be impaired because of increased attention to the deaf child. The final section looks at finding a communicative mode with the deaf child, and suggests that a combination of manual and oral approaches is best in establishing a language system. A conclusion suggests that communication between deaf children and those close to them will dictate how they see themselves individually and as members of society. (One footnote and 65 references are included.) (JC)

ED 289 219
CS 505 843

Hanson, Colan T.
The Manifestation of Consistent Judging Standards in After-Dinner Speaking.
PUB DATE- 6 Nov 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Evaluation Criteria; Higher Education; Judges; *Persuasive Discourse; *Public Speaking; Secondary Education; Speech Communication; *Speech Evaluation; Speech Instruction; Standards
IDENTIFIERS- *After Dinner Speeches; Coaching (Speech); *Speech Tournaments

The standards used to evaluate after-dinner speech in forensic contests are explored in this paper. The central thesis of this theoretical article suggests that the standards generated by the Second National Conference on Forensics for the evaluation of public address are applicable to the contest event of after-dinner speaking. The paper argues that there is room for additional standards of evaluation but those standards ought to receive field testing before judges use them for a decision in a round of tournament competition. The principal data base of the study comes from published materials on the evaluation of forensic speakers. The paper calls for future research dealing with the exploration and testing of potential critical standards in the evaluation of after-dinner speakers. (SKC)

ED 289 233
EA 019 753

Anderson, Stuart A.

Successful School Board Meetings. A Special Edition for New Jersey School Boards.
New Jersey School Boards Association, Trenton.
PUB DATE- Aug 83
NOTE- 64p.; Revised and edited for use in New Jersey in collaboration with the staffs of the Illinois Association of School Boards and the New Jersey School Boards Association. For the handbook written for the Illinois Association of School Boards, see ED 226 479.
AVAILABLE FROM- Business Office, New Jersey School Boards Association, P.O. Box 909, Trenton, NJ 08605-0909.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board of Education Policy; Board of Education Role; *Boards of Education; Conflict Resolution; Decision Making; Elementary Secondary Education; *Meetings; *Parliamentary Procedures; *Policy Formation; Politics of Education; Problem Solving; Public Agencies; Publicity; Public Policy; Public Relations; Public Schools; School Districts
IDENTIFIERS- New Jersey; New Jersey School Boards Association

This handbook was written to help school boards conduct routine business meetings more efficiently, and thereby improve their ability to reach constructive decisions and solve problems. After a brief introduction, the first chapter focuses on organizing the new school board, electing officers, adopting policies, and appointing committees. The second chapter provides advice for planning the meeting and preparing the agenda, while the third focuses on optimum procedures for conducting the meeting. The fourth chapter outlines the duties and responsibilities of the board president, board members, superintendent, and school attorney. Chapter 5 is devoted to procedures for recording the meeting and preparing the minutes for distribution. Chapter 6 discusses the process of making and monitoring two types of school board decisions--policy and problem solving. The seventh chapter discusses methods for dealing with the public at board meetings and for handling complaints or criticisms. Similarly, chapter 8 focuses on dealing with the news media--working with reporters, preparing for news coverage, and handling interviews. The final chapter provides a checklist for evaluating the school board meeting. Appended are five short advisory articles written by members of the Illinois, Georgia, and Pennsylvania School Boards Associations, a quick reference for appropriate motions in various situations, and a suggested reading list for school board members. (TE)

ED 289 259
EA 019 824

Public School Teacher Perspectives on School Discipline. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-387
PUB DATE- Oct 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attendance; Comparative Analysis; *Discipline Policy; *Discipline Problems; Elementary Secondary Education; Government Publications; National Surveys; Public Schools; *School Statistics; *Student Behavior; Tables (Data); *Teacher Attitudes; Teacher Student Relationship

Forty-four percent of teachers in public schools reported that there was more disruptive classroom behavior in their schools in 1986-87 than 5 years before. Almost one-third (29 percent) indicated that they had seriously considered leaving teaching because of student misbehavior; and on the average, teachers estimated that about 7 percent of the students they taught had habitual behavior problems. These are some of the findings of a recent survey designed to obtain the views of a nationally representative sample of public elementary and secondary school teachers on discipline problems in schools and to replicate certain questions asked on previous surveys of teachers and administrators. Data reported in this survey were collected by means of a mail survey with telephone followup from a stratified national sample of 1,547 teachers. An overall response rate of 94 percent was attained. This bulletin presents a summary of major survey results. It also includes comparisons with a Fast Response Survey System (FRSS) survey of principals conducted in 1985, and with National Education Association (NEA) Teacher Opinion Polls conducted between 1980 and 1982. Four figures and nine tables accompany the text. Two tables of standard errors for key statistics are appended along with the survey form. (MLF)

ED 289 291
EC 201 252

Berlin, Donna F.
Interhemispheric Transfer of Tactile Information by Learning Disabled Children.

PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Conference of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Brain Hemisphere Functions; Discrimination Learning; Elementary Secondary Education; *Learning Disabilities; *Sensory Experience; Sensory Integration; *Tactual Perception; *Verbal Communication

To examine intra- and interhemispheric communication or the transfer of information within and between the cerebral hemispheres, 32 right-handed learning disabled children aged 8-10 years, 11-13 years, and 14-16 years were presented a tactile discrimination task. Fabrics of the same or different texture were presented to the same hand (uncrossed condition) or alternating hands (crossed condition). A repeated measures design was used to investigate performance on the tactile task using a verbal response mode and a nonverbal response mode. Analyses indicated the number of uncrossed errors and crossed errors were significantly greater for the verbal response mode as compared to the nonverbal response mode. The youngest children made significantly more crossed errors in the verbal response mode compared to the nonverbal response mode. Results suggested that younger learning disabled children may experience greater difficulty using a verbal response mode on a task which is inferred to require interhemispheric transfer of information. (Author/CL)

ED 289 307
EC 201 268

Geib, Beatrice B.; Chamie, Susan K.
Diagnosis: The Learning Disabled Adult. Prognosis: A Triage Model for Success.
PUB DATE- 14 Mar 86
NOTE- 17p.; Paper presented at the Annual International Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Case Studies; Delivery Systems; Educational Diagnosis; *Educational Therapy; Intervention; *Learning Disabilities; Outcomes of Treatment; *Program Development; *Psychoeducational Clinics; Rehabilitation
IDENTIFIERS- Triage Health Care Delivery System

The Diagnostic Cognitive/Academic Therapy Program at Newington Children's Hospital (Newington, Connecticut) was designed to accommodate learning-disabled adults with different levels of education, rates of achievement, information processing styles, social backgrounds, and personalities, and to provide services in clinic, home, and work-site settings. A triage model for service delivery was developed for each level of learning disability (mild, moderate, and severe). The model incorporates the components of referral source, presenting problems, adjunct service provision, prescriptive teaching methods and assessments, frequency of intervention, successful outcomes and ancillary gains, and follow-up and monitoring. Use of the model is described in a case study of a severely learning-disabled client with visual perceptual deficits, who was successfully treated with a variety of multi-sensory, prescriptive teaching techniques. (JDD)

ED 289 339
EC 201 300

Albert, Robert S.; Runco, Mark A.
Educational and Family Perceptions of Exceptionally Gifted and Gifted
  Preadolescent Boys.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society
  for Research in Child Development (Baltimore, MD, April 23-26,
  1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Awareness; *Family Relationship; *Gifted;
  *Intelligence Differences; Intermediate Grades; Males; Mathematics;
  *Peer Relationship; *Personality Traits; Preadolescents; School
  Attitudes; Sciences; *Self Evaluation (Individuals); Student
  Attitudes

The study examined the perceptions of two gifted samples (n=54) and a nongifted control group (n=130) of preadolescent boys (ages 12-13) regarding their school and peer experiences, intrafamily roles, discipline and identification models, and career choices. Results of a 62-item questionnaire indicated that the group identified as having exceptionally high intelligence quotient (IQ) scores (above 150) considered a wider range of careers and perceived their families as warmer and more closely knit than did boys in the sample identified as exceptionally gifted in math/science (based on standardized measures of mathematical and science aptitude scores). Subjects in the sample identified as gifted in math/science had a more positive and academic view of school. Exceptionally gifted subjects' views of school were significantly correlated with their cognitive scores but unrelated to their creative scores. Results suggested that preadolescent boys' reported school and family experiences differed according to type of cognitive giftedness as well as whether or not they were cognitively gifted. Family and psycho-educational implications are discussed. (Author/JW)

ED 289 144
CG 020 411

Salm, Don
Crimes against Children: C. Physical Neglect. Discussion Paper 86-1C.
Wisconsin State Legislative Council, Madison.
PUB DATE- 4 Sep 86
NOTE- 20p.; For related documents, see CG 020 406-414.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Adolescents; *Child Abuse; *Child Neglect; Children; *Crime; *Legal Responsibility; *State Legislation; Victims of Crime
IDENTIFIERS- *Wisconsin

This document is one of six discussion papers prepared for the Wisconsin Legislative Council's Special Committee on Crimes Against Children. The introduction explains the committee's task of conducting a thorough examination of state laws relating to crimes against children, reviewing major policy issues affecting those laws to determine whether substantive changes are needed in various statutory provisions and reorganizing the laws. This paper deals with the problem of physical neglect of children. Part I covers the laws relating to failure to support, part II deals with the prohibition against abandonment of a young child, and part III discusses the prohibition against abuse of children in facilities. For each of these issues, there is a section explaining current law and a section giving suggestions for statutory revisions. Copies of the statutes covered in the report, arranged in numerical order, and a copy of ss. 939.50 to 939.52, which prescribe the basic criminal penalty classification system used in the Criminal Code are appended. (NB)

ED 289 201
CS 505 825

Taylor, K. Phillip
Conformity and Group Polarization: A Selected Annotated Basic Bibliography.

Speech Communication Association, Annandale, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 84
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adjustment (to Environment); Annotated Bibliographies; Communication Research; Compliance (Psychology); Conformity; *Group Dynamics; *Interaction Process Analysis; *Peer Influence; Sociology; Speech Communication

Sources in this annotated bibliography are compiled for investigators in speech communication and social sciences interested in the influence of the group on the individual member (conformity and deviation), and for those interested in group consensus formation and the consequences of pressure to uniformity (polarization). The 34 citations include recent conformity and polarization research as well as classic early studies on the subject. (JG)

ED 288 976
CE 047 990

Lankard, Bettina A.
Interview for Jobs. Work Skills: Job Search Skills Competency 3.0. Connections. School and Work Transitions.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 50p.; For related documents, see ED 263 383 and CE 047 979-998.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB05--$15.00; complete Connections set, SP100PR--$350.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Choice; Career Education; Competency Based Education; Educationally Disadvantaged; Education Work Relationship; *Employment Interviews; *Employment Potential; Employment Practices; *Employment Qualifications; *Job Applicants; Job Application; *Job Search Methods; *Job Skills; Learning Activities; Learning Modules; Secondary Education

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on eduation and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This competency booklet covers three tasks needed to interview for jobs: preparing for the interview, handling the interview, and following up on the interview. Each task is coordinated with operational units, a performance objective, and a step-by-step procedure for performing the task, as well as suggestions for evaluation. Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (KC)

ED 288 988
CE 048 004

Samuelson, Judith A.; And Others
Developing a Curriculum in Response to Change. OPTIONS. Expanding Educational Services for Adults.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 218p.; For related documents, see CE 048 001-008.
GRANT- G008620030
AVAILABLE FROM- National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP500E--$39.95; complete OPTIONS set, SP500--$174.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Adult Programs; Career Change; *Curriculum Development; Educational Needs; Educational Objectives; Futures (of Society); Job Skills; Job Training; Needs Assessment; Postsecondary Education; Program Content; *Program Development; Program Evaluation; Resources; Retraining; Robotics; *Technical Education; *Technological Advancement
IDENTIFIERS- Computer Assisted Design; Computer Assisted Manufacturing

This guide is intended to assist adult educators in designing and adapting curricula to conform to technological changes in the workplace and to meet the learning needs of adults. The first part deals with the changing workplace and its effect on postsecondary education and with developing programs that respond to change (responses to technological change, strategies for identifying emerging skills, and steps for creating successful high-technology programs). The second part consists of six chapters that detail the following stages in the curriculum development process: assessing needs (assessing business, industry, labor, program, and staff development needs), defining objectives (using information to define needs and goals and establishing priorities), identifying resources (information resources for vocational-technical education and small group techniques for gathering information), developing curricular content (occupational analysis, the Developing a Curriculum Process [DACUM] approach, and the use of adult development information in curriculum development), implementing a curriculum (planning, overcoming resistance, and updating teacher skills), and monitoring and evaluating implementation (developing an evaluation system). Appendixes include descriptions of exemplary high-technology programs and curriculum guidelines and specifications for computer-assisted design, computer-assisted manufacturing, and robotics programs. (MN)

ED 289 001
CE 048 992

Manning, Alton C.
Adopt a School--Adopt a Business. Fastback 263.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-263-1
PUB DATE- 87
NOTE- 47p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789,
Bloomington, IN 47402 ($.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Programs; Education Work Relationship; Elementary Secondary Education; Guidelines; *Institutional Cooperation; Models; *Program Attitudes; Program Descriptions; Program Development; Program Implementation; Public Schools; *School Business Relationship; School Role; Success
IDENTIFIERS- *Adopt a School; Business Role; *Springfield Public Schools MO

This booklet provides information on developing and implementing a school-business relationship through its description of a successful partnership program in the Springfield, Missouri, Public Schools. The guide is organized in seven sections. The first section provides a rationale for school-business partnerships, and the second section explains how Springfield's partnership program got started. The third section outlines the brochures that the school developed for the program and how they were used successfully to recruit businesses and to implement the program. In the fourth section, successful school-business partnerships within the school system are described. The following section describes the perceptions of Springfield's Adopt-a-School program from the perspectives of the business partners, the community agencies, and the principals. The final section indicates what has been learned from the program, describes the program's strengths, and proposes some cautions for others starting similar programs. The booklet concludes with note of enthusiasm for the program. A bibliography is included. (KC)

ED 289 030
CE 049 192

Bergstrom, Don; And Others
Task Force on Private Proprietary Schools. Report to the Legislature.
Minnesota State Task Force on Private Proprietary Schools, St. Paul.
SPONS. AGENCY- Minnesota House of Representatives, St. Paul. Education Committee.; Minnesota Senate, St. Paul. Education Committee.
PUB DATE- Feb 86
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Compliance (Legal); *Credits; *Government Role; Postsecondary Education; *Proprietary Schools; *State Government; *Transfer Policy
IDENTIFIERS- *Minnesota

A task force was created by the Minnesota state legislature to study two primary questions: who should oversee the private proprietary school sector and what standards should be used to regulate it. The task force met to review information, hear testimony, discuss issues and concerns, and vote on recommended courses of action. Two primary issues emerged from deliberations on regulation: how to protect the public without unnecessary restrictions on proprietary schools and whether the licensing function should be moved from the Department of Education. Attention was given to the following issues regarding transfer of credit in general: the role of institutional academic integrity, credit for remedial education, development and use of course equivalency guides, and relevance of prior education to the student's new education program. Special concerns about vocational-technical education were conversion of clock hours to credits, the distinction between general and technical education, and transfer of the general education portion of vocational-technical programs. The task force recommended only two minor changes in the current licensing statute, confirmed the Department of Education as the appropriate agency to regulate these schools, and recommended greater collaboration between proprietary schools and Minnesota's colleges and universities on the issue of transfer of credit. (Appendixes include listing of private proprietary schools and resources.) (YLB)

ED 289 114
CG 020 380

Medicaid: Interstate Variations in Benefits and Expenditures. Briefing Report to the Honorable Daniel Patrick Moynihan, United States Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-67BR
PUB DATE- 4 May 87
NOTE- 44p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersubrg, MD 20877 (1-5 copies, free; 6 or more copies, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Comparative Analysis; *Federal Aid; *Financial Support; *Human Services; *State Programs
IDENTIFIERS- *Medicaid

At the request of Senator Daniel Patrick Moynihan, the General Accounting Office (GAO) examined the causes of interstate variations in Medicaid spending and the growth in overall spending. Using published and unpublished information, the GAO identified trends and wide variations among states in Medicaid spending and compared eligibility criteria used, the scope of services offered, and reimbursement to providers. Medicaid spending in New York was compared to national averages and studies analyzing the underlying causes of variations were reviewed. The results of the GAO investigation revealed that growth in spending for Medicaid during fiscal years 1965-1980 was primarily caused by increasing use and an expanding Medicaid population. Growth in spending in fiscal years 1981-1983 was attributable primarily to inflation. The distribution of payments within the Medicaid program has shifted from acute care for the disabled and Aid to Families With Dependent Children to long-term care for the elderly and chronically ill. The Medicaid literature suggests that similar people in similar circumstances but in different states are treated unequally in terms of both Medicaid eligibility and generosity of benefits. Interstate variations appear to be caused by variations in the availability of financial resources across states and by the social and political variables which influence the ways states choose to structure their Medicaid programs. (Sixteen data tables are included.) (NB)

ED 289 159
CS 008 973

Fuchs, Lucy
Serving Adolescents' Reading Interests through Young Adult Literature. Fastback 258.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-258-5
PUB DATE- 87
NOTE- 40p.; This publication was sponsored by the University of the Pacific Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescent Literature; Adolescents; Literature Appreciation; Reading Attitudes; Reading Habits; *Reading Interests; Reading Material Selection; Reading Research; *Recreational Reading; Secondary Education
IDENTIFIERS- Reading Motivation

Intended to help parents and teachers select books for young people that reflect the actual interests of adolescents, this booklet discusses titles that both appeal to teenagers and help adults gain insight into their needs, their concerns, and their values. Titles of chapters in the booklet are as follows: (1) "Are Young Adult Books Literature?"; (2) "I Have a Problem: Realistic Fiction"; (3) "The Way Things Were: Historical Fiction"; (4) "On a Distant Galaxy: Science Fiction"; (5) "I'm in Love! The Teenage Romance"; (6) "Something Weird: The World of the Occult"; (7) "Batter Up! Sport Stories"; (8) "This Is Your Life: Biographies for Young Adults"; (9) "Information Please: Nonfiction Books"; and (10) "Some Notes on Censorship." A final note from the author as to the "sample" nature of the list of young adult literature titles discussed in this fastback concludes the booklet. (SKC)

ED 289 246
EA 019 784

Fenwick, James J.
Caught in the Middle. Educational Reform for Young Adolescents in California Public School. Report of the Superintendent's Middle Grade Task Force.
California State Dept. of Education, Sacramento. Bureau of Adult Education.
REPORT NO.- ISBN-0-8011-0488-2
PUB DATE- 87
NOTE- 173p.
AVAILABLE FROM- Publication Sales, Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Advising; Adolescents; Curriculum Development; *Educational Assessment; Educational Environment; Elementary Secondary Education; Equal Education; High Risk Students; Intermediate Grades; Junior High Schools; *Middle Schools; Preadolescents; *Public Schools; School Community Relationship; Staff Development; *Statewide Planning; Student Characteristics; *Student Needs
IDENTIFIERS- *California; California State Department of Education

Twenty-two principles of middle grade education are addressed in this report, which is intended for those who have the authority to give meaning and substance to the reform of middle grade education in California's public schools. Each principle is developed through a discussion that concludes with specific recommendations that have implications for legislative initiatives, educational policies, administrative guidelines, and professional practices. Part One, "Curriculum and Instruction: Achieving Academic Excellence," provides recommendations in the areas of core curriculum, knowledge, thinking and communication, character development, learning to learn, and instructional practice. Part Two, entitled "Student Potential: Realizing the 'Highest and Best' Intellectual, Social, Emotional, and Physical Development," covers academic counseling, equal access, student diversity and underrepresented minorities, at-risk students, and physical and emotional development. Part Three, "Organization and Structure: Creating New Learning Environments," addresses school culture, extracurricular and intramural activities, student accountability, transition, structure, scheduling, and assessment. Part Four, "Teaching and Administration: Preparing for Exemplary Performance," focuses on professional preparation and staff development. Part Five, entitled "Leadership and Partnership: Defining the Catalysts for Middle Grade Educational Reform," focuses on sharing accountability for educational reform among parents, communities, and school boards, and concludes with a proposal for a partnership to create 100 state-of-the-art middle schools. Appended are (1) an outline of middle-grade student characteristics; (2) a tabular "accountability matrix" for the recommendations as a whole; and (3) a selected bibliography of books and articles on middle grade education (TE)

ED 289 274
EC 201 235

Practical Suggestions for Parents of Children with Autism.
Bancroft School, Haddonfield, NJ.
PUB DATE- [86]
NOTE- 27p.; For related document, see EC 201 234-239.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Autism; Child Rearing; *Coping; Elementary Secondary Education; Family Attitudes; *Parent Attitudes; Parent Child Relationship; Parent Materials; *Parent Role

The booklet is intended to help parents deal with an autistic child. A special note to parents of newly diagnosed children precedes answers to four questions commonly asked by families. A parent passes on suggestions for living with autism, including advice to refrain from guilt and join a local support group. Parents are urged to consider their own mental (knowledge and expectations), physical (stress and energy level), and emotional well being. Parents are advised to understand their rights and learn to keep records, among other suggestions. Hints for parental survival range from paying attention to one's own health to responding to their children in a quick, consistent, and predictable fashion. Ways to avoid excessive guilt are noted, and a parents' story of their experiences is offered as encouragement. (CL)

ED 289 323
EC 201 284

A Self-Help Curriculum: Teaching Self-Help Skills to the Child with Down Syndrome.

Association for Children with Down Syndrome, Inc., Bellmore, NY.
PUB DATE- 86
NOTE- 47p.
AVAILABLE FROM- Association for Children with Down Syndrome, 2616 Martin Ave., Bellmore, NY 11710 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Downs Syndrome; Early Childhood Education; *Home Instruction; *Learning Strategies; Preschool Curriculum; *Self Care Skills; Teaching Methods

This manual aims to help both teachers and family members maintain a coordinated program of educational principles and techniques to teach self-help skills to young Down Syndrome children both at school and at home. Section I focuses on general teaching techniques and strategies that can be used to teach many different skills, such as task analysis, reinforcement, modeling, backward chaining, graduated manual guidance, etc. Section II includes specific techniques related to feeding, dressing, grooming, and toileting. Section III comprises checklists which analyze the skills and break them down into small steps. (JDD)

ED 289 016
CE 049 098

Adamsky, Richard A.; And Others

The Development of Instructional Materials for Vocational Personnel Serving Students Who Are Speakers of Other Languages and Have Limited English Proficiency. Final Report.

Temple Univ., Philadelphia, PA. Dept. of Vocational Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 30 Jun 87
NOTE- 173p.; For information on the accompanying audiotapes, contact Dr. Dolores Miller, RH-359, Ritter Hall, Dept. of Vocational Education, Temple University, Philadelphia, PA 19122.
CONTRACT- 86-7036
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Korean; Learning Modules; Limited English Speaking; *Microcomputers; *Microscopes; Postsecondary Education; Secondary Education; Second Language Instruction; *Spanish; *Vietnamese; Vocational Education; *Vocational English (Second Language); Workshops

The first part of this document provides a brief account of a project to develop learning modules on the microcomputer and the microscope for use with limited English-proficient speakers of other languages who are enrolled in vocational education courses. The bulk of the document consists of appendixes presenting the modules themselves. The microcomputer modules, which were developed in English and then translated into Spanish, Vietnamese, and Korean, cover the following microcomputer components/accessories and their uses: printed circuit boards, floppy disk drives, floppy disks, visual display screens, printers, computer printout paper, ribbon cables, graphics, graphics pads, lightpens, sensitive boards, modems, and pocket computers. The definition of each component is illustrated by a graphic as it could appear on the accompanying audio tape. The two modules on the structure of a microscope, which are supplied in English, Vietnamese, and Spanish, deal with the way in which objects are magnified, the history of the microscope, microscope lenses, and the parts of a microscope. Each learning experience includes learning activities, a self-check exercise, and a feedback activity. (MN)

ED 289 044
CE 049 219

Tanous, Cynthia
Adult and Community Education Program Review Instrument.
Maine State Dept. of Educational and Cultural Services, Augusta.
Bureau of Vocational Education.
PUB DATE- 86
NOTE- 60p.; Revision of 1985 edition prepared by R. K. Poulson.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Community Characteristics; *Community Education; Data Analysis; *Data Collection; Educational Assessment; *Evaluation Criteria; *Evaluation Methods; Interviews; Money Management; Postsecondary Education; Program Content; *Program Evaluation; Records (Forms); School Community Relationship

This guide is intended for use in conducting a review of adult and community educational programs. The procedures explained in the manual are geared toward conducting a program evaluation that is intended to (1) serve as an educational tool that program practitioners can use in gaining a better understanding of the ways in which their program should be operated and (2) be supportive of local adult and community education programs by recognizing activities that are commendable and by making recommendations that are primarily geared to strengthening the program under review. The first of the guide's four sections covers the following aspects of the review process: review team selection, characteristics that review team members should possess, review team responsibilities, development of a sample agenda and program review process checklist, review documents, exit interviews, and written evaluation reports. Demographic information, organizational charts, and previous program review reports are discussed in the chapter on gaining an overview of the community in which the program is being offered. The third chapter outlines procedures for collecting and analyzing data on the following areas: program philosophy and policies; program content (with separate sections on general; vocational; high school completion; and literacy, adult basic education, and English-as-a-second-language programs and programs for disabled persons); personnel; community linkages; physical environment; and financial management. The fourth section is a sample evaluation report. (MN)

ED 289 058
CE 049 285

Silverman, Eda; Hanna, Joyce
Test Anxiety Reduction. Student Workbook.
CORA-Neumann Program, Philadelphia, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Advisory Services.
PUB DATE- May 87
NOTE- 28p.; For related documents, see CE 049 286-287.
CONTRACT- 98-7018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Behavior Modification; *Change Strategies; Coping; High School Equivalency Programs; Relaxation Training; *Stress Management; *Test Anxiety; *Test Wiseness
IDENTIFIERS- 310 Project; *General Educational Development Tests

This student workbook is intended for use in helping teenage and adult basic education (ABE) students reduce their anxiety over tests in general and over the General Educational Development (GED) test in particular. Exercises are provided to help students analyze and understand their feelings about and while taking tests, recall the childhood messages that they received that have led to their test anxiety, analyze their strengths and weaknesses, learn about and prepare for taking a test at their designated test site, practice and learn general strategies for taking multiple-choice tests, develop individual test-taking strategies, learn basic relaxation techniques, and develop a plan to handle their test anxiety. (MN)

ED 289 072
CE 049 302

Schmidt, Diana; And Others
Literacy in Missouri. Annual Report.
Missouri Coalition for Adult Literacy, University City, MO.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Jun 87
NOTE- 90p.; Parts of document printed on colored paper and several appendices contain very small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Annual Reports; Institutional Cooperation; *Literacy Education; Outcomes of Education; *Program Effectiveness; Program Evaluation; *Program Improvement; State Programs; Statistics
IDENTIFIERS- Job Training Partnership Act 1982; *Missouri; Project Literacy U S

In its second year of operation (1986-87), the Missouri Coalition for Adult Literacy (MCAL) greatly expanded its scope and services. Factors contributing to this expansion include the attention generated by Project Literacy U.S. (PLUS) and the use of the Job Training Partnership Act as a funding source. Program accomplishments include the following: (1) creation of a statewide literacy hotline with three incoming lines and a two-person staff working 12 hours daily and 8 hours on weekends to disseminate information about literacy programs and sign up volunteers; (2) cooperation with PLUS, the literacy effort initiated by the Public Broadcasting System and the American Broadcasting Cooperation, which aired documentaries about MCAL on their affiliate stations and set up task forces in eight cities across Missouri, fostering linkages among agencies providing literacy programs; (3) expansion of services and programs--from 22 to 29 adult basic education programs, with an increase from 456 to 1,288 volunteers serving 1,323 functionally illiterate adults; (4) expanded cooperative service provision with the Job Training Partnership Act, the State Division of Social Services, and various local government and private agencies; and (5) creation of a database of statistical information on trained volunteers, number of hours volunteers spent with students, and amount of money saved for the state of Missouri. (This document contains 11 appendixes of project materials and an annotated bibliography.) (KC)

ED 289 086
CG 020 352

Walker, Gail; Maiden, Robert
Lifespan Attitudes toward Death.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; *Age Differences; Anxiety; *Attitude Change; Attitudes; Beliefs; Children; *Death; *Individual Development; Sex Differences

To more fully understand how attitudes toward death and dying develop and change across the lifespan, 90 male and female subjects between the ages of 2 and 18 years and 90 male and female subjects between the ages of 18 and 97 were administered questionnaires and interviews about dying. The results revealed that children's attitudes were influenced by variables such as level of cognitive development, experience with death, socialization, and instruction. Young children reported an imaginative range of views about forms of possible afterlife. Adolescents included recognition of environmental, ecological, and psychological causes of death and were concerned about the effects of personal death on family members and friends. Adolescent views of an afterlife reflected traditional socialization. Attitudes of adults were influenced by variables such as gender differences, environmental factors, generational differences, experience with death, aging, and interaction effects. Widows and widowers who had developed individual survival skills, psychological coping strategies, and extended social support networks reported less distress than did unprepared subjects following the death of a spouse. While aging or maturation alone appeared to be systematically unrelated to overt death anxiety, adults did seem to maintain an ambiguous attitude regarding death throughout the lifespan. (Author)

ED 289 172
CS 210 867

Small, Robert C., Jr.
Preparing the New English Teacher to Deal with Censorship or Will I Have to Face It Alone?
PUB DATE- Nov 87
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; *Censorship; Elementary Secondary Education; English Curriculum; *English Instruction; *English Teacher Education; Higher Education; Individualized Reading; Language Arts; Library Role; Parent Attitudes; Preservice Teacher Education; Reading Assignments; Reading Interests; *Reading Material Selection; School Libraries; Student Attitudes; Teacher Attitudes; Textbook Selection
IDENTIFIERS- Educational Issues; Teacher Community Relationship

Noting that teacher education students are unfamiliar with the censorship issue, this paper discusses three kinds of censorship the pre-service English teacher can be expected to face, and suggests ways to prepare them to recognize and remedy anticipated problems. The essay identifies the first kind of censorship as that imposed by English teachers, librarians, and parents who reject adolescent fiction and popular teen magazines as less worthy reading material than the traditional canon. The essay advocates using individualized reading programs to counter such canonical censorship, and recommends seeking assistance from the school librarian for information about good new books and writers. Second, the essay identifies teachers' self-censorship resulting from more experienced colleagues' advice to avoid certain lesson plans judged too "difficult" or too controversial with parents. The essay again recommends seeking the advice of school librarians, who will have the best sense of what students like to read, and what their parents will object to. Finally, the essay identifies the censorship efforts of groups from outside the school, and notes that most students training to be teachers are unaware of the motives and scope of book censorship groups. The essay recommends initiating in-class debates on the subject, and inviting a school librarian to share experiences in negotiating such objections to book selection. (JG)

ED 289 186
CS 505 778

Olson, Scott R.
Indigenous Self-Determination and Media Development: The Land Claims Variable.
PUB DATE- Nov 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Background; *Indigenous Populations; *Land Acquisition; Land Use; *Mass Media; Mass Media Effects; Media Research; Minority Groups; Modernization; Nationalism; *Self Determination; Technological Advancement; Telecommunications
IDENTIFIERS- Inupiat (Tribe); *Media Ownership; Samis (Sweden); Sweden; Westernization

The media have often been related to nation-state building and the generation of national sentiment, but because few ethnic minorities can afford to maintain their own media systems, they generally remain relatively powerless. Indigenous land claims, legal settlements that guarantee territorial sovereignty to an ethnic group, are one way of consolidating self-rule and accumulating capital to create a media system. The Inupiat, an indigenous population of the North American Arctic, have successfully settled land claims suits, allowing them a great deal of political and economic independence. They have also developed their own television and print media, encouraging the maintenance of their culture and addressing their concerns in their own language. In contrast, the Samis, an indigenous population of Sweden, have not had the same success in land claims settlements, and have not been free to develop a high level of economic and political autonomy. Hence, the Samis do not run their own media; a brief weekly television show broadcasts news of interest to Samis but few are employed by the station, and a state-run magazine for them prints articles in Swedish, rather than their own language. It is clear that Inupiat devolution--the process of acquiring self government--is at a more advanced stage than Sami devolution because of the land claims variable. (Thirty-one references are included.) (JC)

ED 289 202
CS 505 826

Tedford, Thomas L.
Censorship of Sexual Materials: A Selected, Annotated Basic Bibliography.
Speech Communication Association, Annandale, Va.
PUB DATE- Jun 84
NOTE- 5p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Broadcast Industry; Case Studies; *Censorship; Films; Freedom of Information; Freedom of Speech; Intellectual History; Laws; Legal Problems; Literature; Mass Media Effects; Moral Issues; Moral Values; Obscenity; *Pornography; Radio; Sanctions; Television

The 37 references in this annotated bibliography are compiled for researchers of information on the censorship of sexual materials from ancient times to present. The materials include case studies, histories, essays, and opinion pieces about the use and regulation of "obscenity" in literature, pictorial art, radio broadcasting, the mail, film, and other media. Although this bibliography lists only books, it includes citations to reference volumes for periodicals, essays, and current events source materials. (JG)

ED 289 220
EA 019 585

Crisci, Pat Eva; Tutela, Alfred D.
Program Development Trends and Issues: The Cleveland Leadership Academy.
PUB DATE- Aug 87
NOTE- 37p.; Paper presented at the National Conference of Professors of Educational Administration (Chadron, Nebraska, August 12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Rights Legislation; Compliance (Legal); Elementary Secondary Education; *Leadership Training; Legal Responsibility; Program Design; *Program Development; Program Implementation; Supervisory Training
IDENTIFIERS- Ohio (Cleveland); Training Centers

This paper focuses on public school program development to correct the effects of segregation. It suggests concrete measures and plans for the Cleveland Leadership Academy, which is designed to enhance instruction and access. Cleveland City School District's Remedial Order is a court-approved blueprint for desegregation that mandated management and leadership training for all school district staff, including staff administrators, supervisors, and principals. Five developmental programs promote the administrative leadership of both practicing and prospective administrators: (1) the Administrator Preparation Program provides comprehensive training for personnel who are seeking administrative promotional opportunities; (2) the Administrator Renewal Program furnishes specific leadership and management skills; (3) the Administrator Retraining Program addresses the needs of administrative underachievers; (4) the Future Leaders Preparation Program identifies and encourages potential leaders to pursue comprehensive training; and (5) the New Administrator Program focuses on furnishing immediate and consistent support to "new" administrators. Support components complement the five training programs by providing leadership assessment capabilities; by promoting personal and organizational growth; by focusing on clinical supervision/instruction; and by incorporating a variety of unique postsecondary courses that address the theoretical aspects of public school management. Among the academy's accomplishments is the successful implementation of "effective schools" research, which provides the conceptual and contextual impetus for the development and implementation of the academy's programs and its related components. (JAM)

ED 289 260
EA 019 827

Regular Public Elementary and Secondary Schools, 1986-87: Institutional Characteristics, Students, and Teachers. A Preliminary Report. ED TABS: Education Data Tabulations.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-384ET
PUB DATE- Nov 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Government Publications; *Institutional Characteristics; *Instructional Program Divisions; National Surveys; *Public Schools; School Organization; *School Statistics; State Departments of Education; Tables (Data); *Teacher Student Ratio

This preliminary report provides an early preview of data from the Public School Universe portion of the Center for Education Statistics' annual survey, the "Common Core of Data." The report includes data for the 1986-87 school year on public schools, teachers, and students, by state, grade, instructional level, and type of school. Forty states and the District of Columbia submitted usable data in time to be included in this report. The data were provided by state education agencies from their administrative records. Six tables and the survey instrument are included. (Author/MLF)

ED 289 292
EC 201 253

Bruininks, Robert H.; Lewis, Darrell R.
Benefit-Cost Evaluation of Local Special Education Programs. Final Report.
Minnesota Univ., Minneapolis. Dept. of Educational Psychology.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 87
NOTE- 27p.
GRANT- G008400605
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; Costs; *Disabilities; Elementary Secondary Education; Mild Disabilities; *Program Costs; *Program Effectiveness; *Program Evaluation; Special Education

A 2-year study of cost-benefits in special education undertook activities in five years: development of a cost analysis framework, cost data collection, outcome data collection, development of benefit-cost analysis procedures, and benefit-cost analysis application. A generic school-based model was developed in which costs could more accurately be described for local district planning, budgeting and allocating of resources to instructional program and service areas. The cost analysis framework was used to collect cost data from a large suburban school district to show the feasibility of the model in special education. A follow-up study on school records and outcome information revealed that there were clear differences at the conclusion of school among those students identified as special education, vocational education and college bound. A concept paper was developed to present the analytical process of a benefit-cost study for special education. Finally, a benefit-cost analysis conducted to assess [illegible] specific public school special education program serving mentally retarded students indicated that projected lifetime earnings of mildly retarded adults clearly exceeded the costs of providing special education for this population. (CL)

ED 289 308
EC 201 269

Guidelines for Reporting and Writing about People with Disabilities. Second Edition.
Kansas Univ., Lawrence. Research and Training Center on Independent Living.
PUB DATE- 87
NOTE- 6p.; Funded in part by National Institute of Disability and Rehabilitation Research.
AVAILABLE FROM- University of Kansas, The Research and Training Center on Independent Living, BCR/3111 Haworth, Lawrence, KS 66045-2930 ($0.25 2-10 copies, $0.15 for more than 10).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Definitions; *Disabilities; Journalism; Mass Media; *News Writing; Publications; Social Attitudes; *Vocabulary; *Writing for Publication

Written for media professionals, this single-sheet eight panel brochure offers suggestions for appropriate ways to describe people with disabilities, and explains preferred terminology. The guidelines reflect input from over 100 national disability organizations and were reviewed and endorsed by media and disability experts. The guidelines explain nine principles to follow when writing about people with disabilities, such as "emphasize abilities not limitations." Definitions for 20 specific

disabilities are included in a section on appropriate terminology. (JDD)

ED 289 340
FL 016 934

Brooks, Elaine
Case Studies of "Unskilled" ESL College Writers: An Hypothesis about Stages of Development.
PUB DATE- 85
NOTE- 42p.; Paper is based on a doctoral dissertation, New York University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Code Switching (Language); College Students; *English (Second Language); English for Academic Purposes; Higher Education; *Skill Development; Writing (Composition); Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- City University of New York

A study examining the writing processes of five college students for whom English was a second language is reported. The students were labeled "unskilled" writers because of their inability to pass a university writing proficiency test. The study looked at: (1) the composing behaviors these students exhibited; (2) the conscious composing strategies they think they use; (3) the systematic composing processes implied by their behaviors and conscious strategies; (4) the ways in which their writing histories have influenced the way they compose; and (5) what their texts reveal about these systematic composing processes. Data were collected from writing samples and interviews. Based on those observations, a three-stage process of writing skill development is outlined and the personal characteristics, language proficiency, composing process, ability to handle content, and instructional needs of writers at each stage are described. Implications for writing instruction are discussed. (MSE)

ED 289 129
CG 020 396

Shean, Glenn D.
Depression and the Family Life Cycle: Adjusting the System at Retirement.
PUB DATE- 80
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adjustment (to Environment); *Counseling Techniques; *Depression (Psychology); *Family Problems; *Family Relationship; Older Adults; *Retirement; Stress Variables; Systems Approach
IDENTIFIERS- *Family Systems Theory; *Life Cycles

This document uses family systems constructs to explain the onset and maintenance of clinical symptoms such as depression and their relation to life cycle issues among the elderly. The basic assumptions of family systems thinking about structure and function are summarized. Figures and tables are used to illustrate changing family circumstances which require structural adaptation and new transactional patterns, dysfunctional family patterns, and an example of clinical depression precipitated by failure of a family system to adapt to life cycle stressors associated with retirement. Intervention from a family systems perspective is conceptualized in terms of three aspects of intervention: (1) structural formulations of cross-generational triadic patterns of enmeshment-disengagement; (2) failures to adapt to life-cycle transitions; and (3) the dysfunctional systemic structure. A case example is provided to illustrate the formulation of a case diagnosed as major depressive disorder in an elderly married woman and the application of family systems formulations of intervention. (NB)

ED 289 145
CG 020 412

Salm, Don
Crimes against Children: D. Interfering with Custody. Discussion
Paper 86-1D.
Wisconsin State Legislative Council, Madison.
PUB DATE- 29 Sep 86
NOTE- 35p.; For related documents, see CG 020 406-414.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Adolescents; *Child Abuse; *Child Custody; Children; *Compliance (Legal); *Crime; Legal Responsibility; *State Legislation; Victims of Crime
IDENTIFIERS- *Kidnapping; Parent Kidnapping; *Wisconsin

This document is one of six discussion papers prepared for the Wisconsin Legislative Council's Special Committee on Crimes Against Children. The introduction explains the committee's task of conducting a thorough examination of state laws relating to crimes against children, reviewing major policy issues affecting those laws to determine whether substantive changes are needed in various statutory provisions and reorganizing the laws. This paper deals specifically with the problem of interfering with custody. Part I covers the laws relating to the abduction of children, part II deals with the interfering with custody statutes, and part III discusses unauthorized placement for adoption. For each of these issues, there is a section explaining current law and a section giving suggestions for statutory revisions. Appendix 1 contains a chart setting forth the elements and penalty levels of various criminal statutes which relate, in full or in part, to the unlawful taking or concealing of a child. Appendix 2 contains copies of the statutes covered in the report, arranged in numerical order, and a copy of ss. 939.50 to 939.52, which prescribe the basic criminal penalty classification system used in the Criminal Code. (NB)

ED 289 275
EC 201 236

Meyers, Kathleen; Griesman, Brenda
Autism: Basic Information and Autism Questions and Answers.
Bancroft School, Haddonfield, NJ.
PUB DATE- Apr 86
NOTE- 27p.; For related document, see EC 201 234-239.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Autism; Behavior Patterns; Child Development; *Clinical
Diagnosis; Elementary Secondary Education; Incidence; Infant

Behavior; Parent Materials; *Student Characteristics

The booklet provides background information on the diagnosis and characteristics of autism. A chart portrays the signs and symptoms, followed by the definition of the syndrome by the National Society For Children and Adults with Autism. Associated features are noted along with information on age of onset, etiology, incidence and sex ratio, complications, and differential diagnosis. The diagnostic criteria put forth by the Diagnostic and Statistical Manual of Mental Disorders (Third Edition) DSM-III are also presented in terms of associated features, age at onset, course, impairment, complications, prevalence, sex ratio, predisposing factors, familial pattern, and differential diagnosis. Typical behaviors, such as unusual response to sound and unusual speech patterns, are listed. Programmatic requirements, including early diagnosis and appropriate intervention, highly structured programs, and comprehensive home programming/parent training, are summarized. A brochure entitled "Questions and Answers," which presents practical questions and answers on autism is attached. (CL)

ED 289 324
EC 201 285

Posner, Michael I.; And Others
Asymmetries in Hemispheric Control of Attention in Schizophrenia.
Washington Univ., St. Louis, Mo.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-87-8

PUB DATE- 23 Jul 87
NOTE- 31p.
CONTRACT- N00014-86-K-0289
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attention Control; *Brain Hemisphere Functions; *Cognitive Psychology; *Schizophrenia; Spatial Ability; *Visual Stimuli
IDENTIFIERS- Peripheral Stimuli; Shadowing

The study compared the performance of schizophrenic patients and normal controls in their ability to direct visual attention. The first experiment compared 12 adult schizophrenic patients with 30 control volunteers in their ability to orient attention in response to peripheral visual cues. The patients were distinguished from controls by a slower response to a target in the right visual field than to a target in the left visual field when attention was not first directed to the target location. The second experiment, involving a spatial orienting task along with "shadowing" a story aloud, indicated that patients were distinguished from controls by a stronger bias in favor of symbolic information over language information about spatial direction. In both experiments, the patients demonstrated deficits in attention similar to patients who had unilateral lesions of the left hemisphere. (Author/JDD)

ED 289 341
FL 017 053

Sandefur, John R.

An Australian Creole in the Northern Territory: A Description of Ngukurr-Bamyili Dialects (Part 1). Work Papers of SIL-AAB, Series B, Volume 3.

Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.
REPORT NO.- ISBN-0-86892-191-2
PUB DATE- Feb 79
NOTE- 187p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Creoles; Descriptive Linguistics; *Dialects; Foreign Countries; Form Classes (Languages); *Grammar; *Indigenous Populations; *Phonology; Phrase Structure; Pidgins; Sentence Structure; Spelling
IDENTIFIERS- *Australia (Northern Territory); Ngukurr Bamyili

A description of the creole language spoken in the Roper River area of Australia's Northern Territory, this paper is intended for the practical use of Europeans working in the area. An introductory section discusses the role and status of pidgins and creoles in modern Australia, the development of creole in the Roper River area, and the distinction between pidgin, creole, and corrupt English. Subsequent chapters describe: (1) the sound system of the creole, based on the contrastive sounds of English and aboriginal languages and the interference and leveling patterns; (2) a proposed practical orthography; (3) nouns, pronouns, adjectives, and the noun phrase; (4) verbs and the verb phrase; (5) prepositions and the prepositional phrase; and (6) simple sentence structure. (MSE)

ED 289 356
FL 017 070

Fisiak, Jacek, Ed.
Papers and Studies in Contrastive Linguistics, Volume Twenty-One.
Adam Mickiewicz Univ. in Poznan (Poland).; Center for Applied Linguistics, Washington, D.C.
PUB DATE- 86
NOTE- 206p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adjectives; Bilingualism; Chinese; *Contrastive Linguistics; Dutch; English; English (Second Language); *Error Patterns; French; German; Grammar; Hungarian; Idioms; Italian; *Language Processing; Language Usage; *Phonology; Polish; Second Language Learning; Sex Bias; Slavic Languages; Spelling; Stress (Phonology); Syntax; Translation; Uncommonly Taught Languages
IDENTIFIERS- Danish

A collection of papers on contrastive linguistics includes: "Prototypes and Equivalence" (Tomasz P. Krzeszowski); "Comparing the Incomparable? English Adjectives in "-able" and Their Rendering in Modern Chinese" (Arthur Mettinger); "Classification and Distribution of Lexical Errors in the Written Work of German Learners of English" (Rudiger Zimmermann); "Perception of Stressed Syllables in Natural Stimuli: A Contrastive English-Polish Experimental Study" (Wieslaw Awedyk); "Explorations in Linguistic Sexism: A Contrastive Sketch" (Robert K. Herbert, Barbara Nykiel-Herbert); "Cyclicity and Phonostylistic Interference" (Katarzyna Dziubalska); "Subject Inversion in English, French, Italian, and Dutch and Empty Subjects in German" (Terence McKay); "Postpositions, "Part-of-Speechness," Negation and Other Matters" (Bela Korponay); "A Comparison of Some English and Hungarian Freezes" (Laszlo Pordany); "Processing Strategies in Bilingual Spellers" (Philip A. Luelsdorff); "Danish and Slavic Phraseology Contributions to an Analysis of Idiomatics on a Contrastive Basis" (Christian Hougaard); and "The Fact of Translation in Learning English as a Foreign Language" (M. B. Dagut). (MSE)

ED 289 370
FL 017 084

Letelepedesi Utmutato az Egyesult Allamokba = Resettlement Guide, Hungarian. A Guide for Refugees Resettling in the United States.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- [87]
NOTE- 94p.; For related documents, see FL 017 083-086.
LANGUAGE- Hungarian
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); Compensation (Remuneration); Cultural Context; *Daily Living Skills; *Employment; Interpersonal Communication; *Land Settlement; Occupational Mobility; Public Education; *Refugees; Social Services; Social Values; Sociocultural Patterns; Voluntary Agencies
IDENTIFIERS- *Hungarians

The resettlement guide, in Hungarian, describes the initial stage of resettlement and the processes that refugees undergo as new arrivals. The information is intended to prepare refugees for the first few weeks in an American community and to explain fundamental aspects of American life. An initial chapter outlines issues and procedures in pre-arrival arrangements, resettlement, and legal status and explains some common refugee misconceptions about their reception and status in the United States. Subsequent chapters describe aspects of employment in the United States (employment and benefit types, pay, getting a job, and job mobility), income and expenditures (budgeting, shopping, and banking services), education systems for children and adults, the American social, political, and religious system (including social services, the health care system, government and law, religion in American life, and church sponsorship), and daily living (personal communication, papers to carry, cars, alcohol, privacy, punctuality, personal habits, social conventions, money matters, and weights and measures). Notes on American holidays and special days and a list of voluntary agencies are contained in final chapters. (MSE)

ED 289 385
HE 020 698

Weeks, Herschel P.; Bekkum, Victor A.
International Project: Education, Industry, and Government.

PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Conference of the Association for International Agricultural Education (Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Engineering; Agricultural Machinery; *Cooperative Education; Cooperative Programs; Equipment Manufacturers; Experiential Learning; Federal Aid; *Foreign Students; Government School Relationship; Higher Education; *Industry; *School Business Relationship; State Universities; Student Experience; *Technology
IDENTIFIERS- Egypt; *Iowa State University

A project that trained four Egyptian graduates of agricultural engineering and mechanization in the field of local manufacturing processes in Iowa is described. With support from the U.S. Agency for International Development, training was conducted by Iowa State University and ALMACO (a small manufacturer of agricultural machines). Training covered procurement of raw materials; planning, scheduling, selecting appropriate materials and processes; cost and value analysis; shop skills; and supervision and training of others. A focus was adopting the technology to a specific agricultural machine--the PMC 10 (Plot Master Combine)--to fit Egyptian conditions. After a week of orientation, training was provided by both the university and the company from May 27 to August 1, 1986. A list is provided of the topics and schedule of university lectures and labs, which had to be interpreted to the Egyptian students. Also considered are the industrial training activities: observations, hand-on experience in plant processes, instruction about the operation of a plot combine, and design and manufacture of a machine attachment. Field trips were also made to 12 manufacturing plants. (SW)

ED 289 401
HE 020 861

de Silva, Deema; Freund, Clara
Success Strategies for College Students.
Wichita State Univ., Kans.
PUB DATE- [87]
NOTE- 70p.; Topic issue printed on blue paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Academic Persistence; Assertiveness; Cognitive Style; *College Students; Educational Attainment; Educational Benefits; *Goal Orientation; Higher Education; *Learning Motivation; Learning Strategies; Questionnaires; *Student Attitudes; Student Behavior; Student Educational Objectives; *Student Motivation; Study Skills; *Success

This handbook for those involved in assisting and encouraging college students to persist and graduate covers the following topics: benefits of college; persistence factors; successful students; a mission that motivates; results in real time; self-management through self-mastery (time management, assertiveness, study skills, learning styles, and mind control); team building/team playing; course correction; change management; and a success course, persistence and a college degree. Following a list of references, additional resources are given on (1) goal selection; (2) applied learning theory; (3) your style of learning and thinking; (4) the right and left brain hemisphere functions; (5) train yourself to induce deep muscle relaxation; and (6) formula for success. Various checklists and self-test questionnaires are included. (KM)

ED 289 415
HE 020 976

Agreement between the University of Medicine and Dentistry of New Jersey and the School of Health Related Professions Faculty, July 1, 1986-June 30, 1989.
American Association of Univ. Professors, Washington, D.C.; University of Medicine and Dentistry of New Jersey, Newark.
PUB DATE- 1 Jul 86
NOTE- 32p.; Not available in paper copy due to small print of original.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; College Administration; *College Faculty; Compensation (Remuneration); *Contracts; Dental Schools; *Employment Practices; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Medical School Faculty; *Medical Schools; Personnel Policy; State Universities; Teacher Employment Benefits; Teacher Placement; Tenure; Travel; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Tuition Reimbursement; *University of Medicine and Dentistry of New Jersey

The collective bargaining agreement between the University of Medicine and Dentistry of New Jersey and the School of Health Related Professions Faculty, an affiliate of the American Association of University Professors (AAUP), covering the period July 1, 1986 through June 30, 1989, is presented. Topics covered include the following: preamble; recognition; definitions; negotiation procedures; personnel files; grievance procedure; management rights; association rights; policy statement; fringe benefits; tuition reimbursement program; faculty travel; compensation; faculty responsibilities; sick leave; reimbursement for continuing education expenses; faculty contracts; publication of the agreement; and duration of the agreement. (LB)

ED 289 429
HE 021 016

[University of California, Berkeley: Good Practices in the Selection, Training, Guidance, and Supervision of Graduate Student Instructors] and [Evaluating the Teaching of Graduate Student Instructors].

California Univ., Berkeley. Office of Educational Development.

PUB DATE- [86]

NOTE- 11p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. Document printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Instruction; Departments; Employment Practices; *Graduate Students; Higher Education; *Personnel Policy; Rating Scales; Staff Development; Student Evaluation of Teacher Performance; Teacher Effectiveness; Teacher Evaluation; Teacher Responsibility; *Teacher Selection; *Teacher Supervision; *Teaching Assistants

IDENTIFIERS- *Teaching Assistant Training Project; *University of California Berkeley

Suggestions for the selection, training, guidance, supervision, and evaluation of graduate student instructors (GSIs) are provided by the University of California, Berkeley. "Good practices" for departments are identified, including assigning individuals or a committee with the task of selection, training, and supervision of GSIs; developing written policy statements on the rights and responsibilities of faculty members and GSIs and publishing procedures for selecting, rehiring, and promoting GSIs; and making apprentice teaching opportunities available to all graduate students regardless of career goals. Good practices for faculty members are also specified, including: setting up a meeting to discuss the course and the GSI's role before the semester begins; getting GSIs together with past GSIs of the course; and asking GSIs to give brief weekly written reports of any problems students are having in the course. Activities that GSIs can initiate to determine the effectiveness of their instructional methods are described, including index cards, two-minute papers, study groups, oral evaluations, colleague visitation, and videotaping. A form for student evaluation of GSIs is included. (SW)

ED 289 443
HE 021 035

Loeher, Larry, Ed; And Others
The TA at UCLA/Newsletter, Issues No. 12, 1984; Nos. 13-15, 1985.
California Univ., Los Angeles. Office of Instructional Development.
PUB DATE- 85
NOTE- 38p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. For related documents, see HE 021 033-036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cheating; College Instruction; *Grading; *Graduate Students; Higher Education; Plagiarism; Student Evaluation; Teacher Effectiveness; *Teaching Assistants; Undergraduate Study; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- *Teaching Assistant Training Project; *University of California Los Angeles

Four issues of a University of California, Los Angeles, (UCLA) newsletter by and for teaching assistants (TAs) are presented, with focus on writing, grading, undergraduate instruction, and plagiarism. Topics include: making writing assignments that are clear and provide clear grading criteria; writing with computers, writing by scientists and technologists, writing historical essays, principles for good essay and paper topics, peer group editing, presentation guidelines for written work, punctuation, the passive voice, ways to perpetuate either poor or good writing among students, common myths about writing, teaching reading for writing, correcting student writing, differing conceptions of grading, grade inflation, grading on a curve, in-process evaluations, bad lecturing, the quality of undergraduate instruction, the state of teaching in the humanities, characteristics of excellent teachers, attitudes of today's freshmen, plagiarism in the classroom, preventing cheating on exams, why college students cheat, policies and procedures on cheating at the University of California at Los Angeles, and selling term papers. (SW)

ED 289 456
HE 021 292

Thomas, Joan
Choosing the Future: College Students' Projections of Their Personal Life Patterns [machine-readable data file].
SPONS. AGENCY- Cincinnati Univ., Ohio.
REPORT NO.- A657; EF-000323
PUB DATE- 84
NOTE- A computer tape and IBM punched cards are available for 104 subjects from the pilot study and 115 from the primary study. In addition, raw printed data are available in the form of completed Personal Attributes Questionnaires (PAQ), Texas Social Behavior Inventory (TSBI) responses, Guided Fantasy reports, and responses to demographic and attitude questionnaires.
AVAILABLE FROM- Henry A. Murray Research Center of Radcliffe College, Center for the Study of Lives, 10 Garden Street, Cambridge, MA 02138. Telephone: (617) 495-8140. Price provided upon request. Order #A657.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Career Planning; *College Students; Expectation; Family Characteristics; Fantasy; Females; *Futures (of Society); Goal Orientation; Individual Characteristics; *Individual Development; Interpersonal Competence; Interpersonal Relationship; Life Style; Males; Occupational Aspiration; Participant Characteristics; *Personality Traits; Predictive Measurement; Religious Cultural Groups; Sampling; School Surveys; Self Concept; Self Esteem; Sex Differences; *Sex Role; Social Behavior; Social Development; Social Values; *Student Attitudes; Undergraduate Students; White Students
IDENTIFIERS- *Pell Grant Program

"Choosing the Future: College Students' Projections of Their Personal Life Patterns" is a machine-readable data file (MRDF) prepared by the principal investigator in connection with her doctoral program studies and her 1986 unpublished doctoral dissertation prepared in the Department of Psychology at the University of Cincinnati. The purpose of the study was to examine sex differences in college students' projections of their future. The impact of expectations of the future on the students' present and on socio-psychological stages of development was investigated. A total of 478 University of Cincinnati undergraduates between the ages of 18 and 25 participated in the pilot study (Spring of 1983) and the primary study (Spring 1984). Participants (261) in the pilot study completed a demographic questionnaire and were led through guided fantasies of three imagined days 5, 10, and 20 years in the future. Following each guided fantasy, participants prepared a one-page written description of their imagined day. Participants (217) in the primary study completed the Texas Social Behavior Inventory (TSBI) to measure their self-esteem and two versions of the Personal Attributes Questionnaire (PAQ) to measure their present and ideal sex-role orientation; wrote an open-ended description of an ideal day; were led through guided fantasies of imagined days 5, 10 and 20 years in the future; and completed a fantasy feedback questionnaire. Data were also collected from each student on background, attitudes toward feminism, personal relationships, parents' education and occupation, and reaction to the guided fantasy process. POPULATION: Undergraduate students from the University of Cincinnati. TYPE OF SURVEY: Local Survey; Sample Survey. SAMPLE: Undergraduate students from the University of Cincinnati (478). FREQUENCY: Once. YEAR OF FIRST DATA: 1983. YEAR OF LATEST DATA: 1984 (CDM/WTB)

ED 289 470
IR 012 936

Reigeluth, Charles M.; Schwartz, Ellen
An Instructional Theory for the Design of Computer-Based Simulations. IDD&E Working Paper No. 23.
Syracuse Univ., N.Y. School of Education.
PUB DATE- Jul 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Simulation; Drills (Practice); Feedback; *Instructional Design; Learning Strategies; Locus of Control; *Models; *Student Motivation; Student Participation; Symbolic Learning
IDENTIFIERS- Generality

A simulation is described in terms of its three major aspects: the scenario, the underlying model, and the instructional overlay. The major focus of this paper is the instructional overlay as the component that serves to optimize learning and motivation. Functions of simulations are identified as the acquisition of content, the application of the content, and the assessment of learning. Five simulation features that act as vehicles for achieving these functions are then discussed: generality, example, practice, feedback, and help. A general model for the design of computer-based simulations is presented which offers prescriptions for the design of the introduction, acquisition, application, and assessment stages of simulations and for dealing with the issue of control (system or learner). Variations on the general model are then presented which are based on the nature of the behavior (procedures, process principles and causal principles), complexity of the content, form of learner participation, form of changes (physical or non-physical) and motivational requirements. In conclusion, it is noted that these prescriptions are only a first step in an attempt to construct a validated prescriptive theory for the design of computer simulations, and that considerable research and extensive field tests are needed to provide the information necessary for both confirmation and revision of the various aspects of the theory. (Author/RP)

ED 289 484
IR 012 951

Ellington, Henry
Educational Objectives. Teaching and Learning in Higher Education, 1.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 84
NOTE- 17p.; For related guides, see IR 012 952-955 and IR 012 960.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affective Objectives; Behavioral Objectives; Cognitive Objectives; Curriculum Design; *Educational Objectives; Foreign Countries; *Higher Education; *Instructional Development; Psychomotor Objectives; *Systems Approach; Writing (Composition)
IDENTIFIERS- Blooms Taxonomy; Mager (Robert)

Designed to provide a broad introduction to the subject of educational objectives, this booklet discusses an objectives-based approach to course design, highlights the key role played by educational objectives in any systematic approach to course or curriculum design, distinguishes between the terms "aims" and "objectives," and presents basic guidelines for writing objectives, including a consideration of the Magerian approach (behavioral objectives). In addition, three categories of educational objectives are defined as those obtainable in the cognitive domain, the affective domain, and the psychomotor domain, and Benjamin Bloom's taxonomies of educational objectives are examined. Finally, the advantages and disadvantages of an objectives-based approach to course design are reviewed, and suggestions are presented for establishing criteria for choosing valid objectives in a given instructional situation. A schematic representation of the systems approach to course or curriculum design is provided, and a listing of four sources for further reading is included. (KM)

ED 289 500
IR 012 967

Ellington, Henry
How To Produce Video Materials. Teaching and Learning in Higher Education, 17.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 19p.; For a related guide, see IR 012 960.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Audiovisual Instruction; Foreign Countries; Higher Education; *Material Development; *Production Techniques; Teacher Developed Materials; Telecourses; Television Studios; *Video Equipment; *Videotape Recordings

A sequel to the booklet "A Review of the Different Types of Instructional Materials Available to Teachers and Lecturers," this booklet begins by looking at ways in which video materials can be used in different instructional situations, i.e., mass instruction, individualized learning, and group learning. The basic principles of television picture production and videorecording are then discussed, and the basic equipment needed to produce video materials is examined. Guidelines and techniques for planning and producing a video program conclude the booklet, and an annotated list of four items recommended for further reading is provided. (MES)

ED 289 516
IR 052 082

Simon, Hans-Reiner
IuD-Praktika im Integrierten Studiengang "Bibliothekswesen/Information und Dokumentation": Ein Erfahrungs- und Statusbericht (Practical Work in Information and Documentation as Part of an Integrated Course of Study in the Librarianship/Information and Documentation Field: A Status and Practical Experience Report).
PUB DATE- Nov 84
NOTE- 55p.; Paper presented at an internal seminar at Gesellschaft fur Information und Dokumentation (Frankfurt am Main, West Germany, November 1984).
LANGUAGE- German
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Documentation; Educational Legislation; *Educational Quality; Foreign Countries; Higher Education; *Information Science; *Library Education; Teacher Effectiveness; *Technical Education
IDENTIFIERS- *Gesellschaft fur Information und Dokumentation; Science Citation Index; *West Germany

This report begins by examining the educational legislation governing the special technical schools for librarianship and information and documentation in West Germany, with emphasis on the practical approach implicit in the statutory requirements. The theoretically-grounded, practically-oriented program at the Gesellschaft fur Information und Dokumentation (GID) is then detailed as a model program for such schools. Three recently completed GID projects are described which involved online retrieval, experimental/descriptive depictions of the Science Citation Index, and bibliography of the information and documentation field. Recommendations for improving the teaching standards in these schools are also presented. The text is supplemented with seven tables and eight figures, and a 20-item bibliography is included. (EW)

ED 289 530
JC 870 437

AB 1725 Employment Issues: Analysis.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Oct 87
NOTE- 84p.; Agenda addendum for a meeting of the Board of Governors of the California Community Colleges (Santa Monica, CA, October 29-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Evaluation; *Administrator Qualifications; Affirmative Action; Collective Bargaining; Community Colleges; Educational Legislation; *Employment Practices; Faculty Development; Faculty Evaluation; *Personnel Policy; State Legislation; State Standards; *Statewide Planning; Teacher Dismissal; *Teacher Qualifications; Tenure; Two Year Colleges
IDENTIFIERS- *California

This analysis of the employment issues covered in California Assembly Bill (AB) 1725 includes general background information, relevant recommendations by the Commission for the Review of the Master Plan for Higher Education, the fundamental positions of the Board of Governors of the California Community Colleges, and a discussion of seven employment issues. Each issue is considered in terms of present law and practice, relevant provisions of AB 1725, and specific comments concerning the provisions. The seven issues are: (1) minimum qualifications for faculty and administrators, including provisions for the abolition of credentials and "grandfathering"; for the substance, establishment, and change of the qualifications; for waiving the qualifications; and for auditing and accountability; (2) hiring and affirmative action, including intent language on hiring criteria; (3) evaluation, including recognition of both peer review and collective bargaining; (4) tenure, including language on the length of the probationary period, required notice, and terminal year; the bachelor's degree requirement; and grievance and hearing rights; (5) layoff and reassignment; (6) staff development, including language creating development funds; and (7) collective bargaining. (EJV)

ED 289 544
JC 870 547

Smith, Wendell L.
Program Planning for the Nineties.
PUB DATE- 13 Nov 86
NOTE- 15p.; Paper presented at the Annual Conference of the Missouri Association of Community and Junior Colleges, Division of Continuing Education and Community Services (Osage Beach, MO, November 13-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *College Planning; College Role; Community Colleges; Continuing Education; *Educational Trends; *Futures (of Society); Program Development; Two Year Colleges

Trends that are already visible on the educational horizon point to additional changes in the role that community colleges can play in the future. First, major shifts in higher education enrollments suggest that participation in informal learning experiences, minority student enrollments, and adult part-time enrollments will increase. Second, the number of providers of lifelong learning programs, such as employers, labor unions, professional associations, and community organizations, is increasing, leaving higher education to provide a little over one-third of the organized learning opportunities available for adults. Third, the jobs, economy, and lifestyles of the future will be based on the creation and distribution of information. Fourth, keeping up with the growth of new knowledge will require people to be broadly educated with the skills to analyze, synthesize, and apply that knowledge. Fifth, systems whereby credit is awarded for learning experiences are becoming increasingly unclear. Sixth, the proportion of part-time faculty has risen along with the proportion of part-time students. Seventh, public governance is increasing while public support is declining. Finally, new technologies will afford more alternatives in educational delivery. In sum, these trends mean that an array of exciting challenges and opportunities awaits the field of continuing adult education. To meet these challenges, community colleges must not lose sight of the need to remain flexible and innovative, and to take risks. (EJV)

ED 289 559
JC 880 016

Perin, Dolores; Katz, David

Screening, Diagnosing and Developing Instructional Strategies for Learning Disabled Community College Students in Occupational Education and Basic Skills Instruction.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

SPONS. AGENCY- New York State Education Dept., Albany. Office of Occupational and Continuing Education.

PUB DATE- Sep 87

NOTE- 106p.

GRANT- VEA-152-87-3758

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Classroom Techniques; Community Colleges; *Inservice Teacher Education; *Learning Disabilities; Remedial Instruction; Remedial Programs; *Student Evaluation: Teacher Workshops; *Teaching Methods; Two Year Colleges; *Two Year College Students

A description is presented of the activities and outcomes of a project designed to provide training that would enhance the efforts of remedial educators to serve learning disabled students on campus. Introductory sections provide background on the increase of learning disabilities at community colleges, review the evidence of the need for the project, outline general and specific objectives, describe how project participants were targeted and selected, and offer an overview of the project's design and its activities. The next sections describe the project's two inservice training conferences, which offered consultation activities and workshops focusing on the following topics: (1) applying learning disabilities research in the community college classroom; (2) identifying learning disabled students in the classroom; (3) distinguishing language problems from learning disabilities in students with limited English proficiency; (4) examining the implications of theories and research findings for instruction and accommodation of learning disabled college students; (5) applying innovative teaching strategies; and (6) understanding a learning disabilities evaluation and its implications. A summary is provided of each workshop and other project activities. Appendixes include the results of participant evaluations of the conferences, conference agendas, an analysis of the on-campus effects of the conferences, and "Guidelines for Instructors Working with Learning Disabled Community College Students." (UCM)

ED 289 573
JC 880 037

Deavers, Ken; Halpin, Gerald
An Assessment of Student Development Programs at Public Community, Junior, and Technical Colleges in Alabama.

PUB DATE- 13 Nov 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Community Colleges; *Counseling Services; Extracurricular Activities; Job Placement; Program Effectiveness; Program Evaluation; School Registration; State Surveys; *Student Attitudes; Student Development; Student Financial Aid; *Student Personnel Services; *Student Personnel Workers; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Alabama

A study was conducted to determine the differences in the perceptions of administrators, student development practitioners, faculty, and students with respect to the effectiveness of selected student services in two-year colleges in Alabama. A survey instrument, requesting respondents to express their agreement or disagreement with 57 statements regarding registrar functions, financial aid and job placement, guidance and counseling, student activities, and special services, was completed at 36 of the 41 two-year colleges in the state. Of the 1,337 questionnaires administered, 1,094 or 81.8% were completed and returned. Study findings included the following: (1) administrators, student development practitioners, and students did not give significantly different ratings to registrar functions, financial aid and job placement, guidance and counseling, and special activities; (2) administrators and student development practitioners gave significantly lower ratings to special services than faculty and students; (3) faculty members perceived registrar functions less positively than student development practitioners, administrators, and students; and (4) students perceived the effectiveness of registrar functions, financial aid and job placement, student activities, and special services functions more negatively than administrators and student development practitioners. (UCM)

ED 289 588
PS 017 012

Dorman, Gayle
Improving Middle-Grade Schools: A Framework for Action.
North Carolina Univ., Chapel Hill. Center for Early Adolescence.
PUB DATE- 87
NOTE- 119p.
AVAILABLE FROM- Center for Early Adolescence, University of North
Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC
27510 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Criteria; *Educational Improvement;
Elementary Education; Junior High Schools; *Middle Schools;
Preadolescents; Program Descriptions; Program Implementation;
*School Effectiveness
IDENTIFIERS- *Middle Grades Assessment Program; Middle School
Students

This monograph describes the Middle Grades Assessment Program (MGAP), presents 11 case studies of schools implementing the program, and offers experience-based suggestions for school improvement. The MGAP provides an approach to school improvement that involves training staff to assess their school on nine criteria, an approach designed for effectiveness under a wide variety of school characteristics. Discussion in Chapter 1 focuses on reasons why MGAP is an effective approach to school improvement. Chapter 2 provides 11 case studies which depict the multitude of complex and sometimes elusive factors that shape schools' efforts to improve. To varying degrees, eight of the schools were successful in their improvement efforts. Three exhibited evidence of short-term and long-term improvements attributable to MGAP. In five of the schools, MGAP made significant contributions to short-term improvements, but the prognosis for long-term change was uncertain. The efforts of two schools to implement MGAP were thwarted by either personnel problems or poor management. One school did not complete the MGAP. Provided in Chapter 3 are eight guidelines for educational change and a discussion of aspects of school improvement, including serendipitous changes; improvement of school climate and instruction; reallocation of existing resources; linkages to district and state mandates; and staff development. (RH)

ED 289 604
PS 017 038

Yoder, Paul J.; Kaiser, Ann P.

Exploring the Indirect Routes by Which Maternal Speech Predicts Later Child Language Development.

PUB DATE- Oct 87
NOTE- 28p.; Paper presented at the Annual Boston University Conference on Child Language Development (12th, Boston, MA, October 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Correlation; Infants; *Language Acquisition; Longitudinal Studies; Mothers; *Parent Child Relationship; *Predictor Variables; *Research Design
IDENTIFIERS- Child Influence; *Indirect Effects (Causal Modeling)

Since research indicates that young children influence their mothers and that mothers may exert indirect influences on their children's language learning, this correlational, longitudinal study was conducted to identify indirect routes through which early maternal speech was related to later child language development. Participants were 10 children in Brown's early stage 1 of language learning and the children's mothers. Mean chronological age of the children when the study began was 22 months; their mean length of utterance was 1.13. For each mother and child dyad, two free-play sessions occurring 5 months apart, here called time 1 and time 2, were videotaped in the subjects' homes. Pragmatic language use by mothers was coded from time 1 sessions. Child language level was coded at both sessions. Findings indicated that six of the eight correlations between mother interaction style and later child language development could be explained through a common relation with a child language variable at time 1. Results indicated that a mother-driven, direct influence model may be inappropriate for many mother speech-child language development relationships. Concluding remarks present logical arguments demonstrating that child-driven and mother-driven models explaining the indirect relationships are equally feasible. (RH)

ED 289 620
PS 017 065

Perrez, Meinrad
Diagnostik von Kontingenzerfahrungen in der fruehen Kindheit. Forschungsbericht Rapport Scientifique. Nr. 68. (Methods of Social Contingency Analysis. FB Nr. 68).
Fribourg Univ. (Switzerland).
PUB DATE- 87
NOTE- 26p.; In: Krampen, G. (Hrsg.), "Diagnostik von Kausalattributionen und Kontrolluberzeugungen." Gottingen, West Germany, Hogrefe (in press).
LANGUAGE- German
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attribution Theory; Foreign Countries; *Infants; Locus of Control; *Preschool Children; *Research Methodology; *Social Behavior; *Social Control; Social Environment; *Toddlers
IDENTIFIERS- *Contingency Analysis

Written in German, this article demonstrates the influence of different types of contingency information on the development of infant's locus of control and causal attribution, and discusses empirical models for calculating contingency parameters of the microsocial environment of infants, toddlers, and preschool children. Models discussed include: (1) Watson's (1979) bidirectional contingency analysis; (2) Perrez and Ischi's (1983) visual analysis of contingency relationships; and (3) Patterson's (1978) and Westmeyer and others' (1984) approach to the measurement of control reaction classes. In order to study the social control possibilities of preschool children, a geometric presentation method based on Seligman's (1979) model of reaction-contingency space was developed. The method is described. Through tangential transposition of the contingency relationships of defined reaction classes, the method enables the geometrical representation of the extent of control. (RH)

ED 289 635
PS 017 086

Dohrn, Elizabeth A.

Development and Implementation of Strategies To Enhance Televiewing Habits of Primary School Children.

PUB DATE- 87
NOTE- 156p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Class Activities; *Critical Thinking; *Elementary School Students; Inservice Education; Parent Workshops; Primary Education; Teacher Role; Teacher Workshops; *Television Viewing; Videotape Recordings

This practicum addressed the need to provide a plan of activities designed to enable primary students to develop and use selective and critical televiewing skills in both the school and home. Goals of the practicum were: (1) to show a growth in the knowledge of selective and critical televiewing skills, and in the application of those skills; (2) to increase the amount of teachers' and students' involvement in creating and producing special purpose productions; (3) to implement televiewing strategies in the classroom setting; and (4) to increase parent awareness concerning the role of television in the home. (PCB)

ED 289 649
RC 016 502

Ryan, Charles W.; And Others
School Partnerships in Education: A Rural Consortium.
PUB DATE- Oct 87
NOTE- 11p.; Paper presented at the National Rural and Small Schools Conference (Washington, DC, October 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; *Cooperative Programs; Educational Cooperation; Elementary Secondary Education; Financial Support; Higher Education; *Improvement Programs; Intermediate Administrative Units; Program Descriptions; Program Development; *Program Implementation; Rural Areas; *Rural Education; *School Community Relationship; School Districts
IDENTIFIERS- *Partnerships in Education; Pennsylvania

Partnerships between higher education and public schools in rural areas can lead to improved education in both sectors. When launching a partnership, all concerned must convince a wide sector of the community that such programs are cost effective and will lead to more successful educational programming. By providing such a rationale early, the type of support needed from the public and business community will be easier to secure. Regional demographics must be fully reviewed and understood by all participating groups. Rural area partnerships must take into account isolation, transportation issues, and distance between schools and the university. A partnership venture requires strong commitment and leadership from several sectors if it is to succeed. In particular, the public school superintendent, the president of the university, and the dean of the college of education must be highly visible in their support of the partnership. Well-developed partnerships will include an advisory committee, partnership staff, record-keeping procedures, program activities, and evaluation and reporting procedures. Following these guidelines, Indiana University of Pennsylvania, Armstrong and Indiana Counties' Intermediate Unit #28, and the counties' 11 school districts have created a successful partnership, initiating 40 educational improvement projects since 1983. (JHZ)

ED 289 664
RC 016 531

Rucker, George; And Others
A Directory of Rural and Specialized Transit Operators. Volume 3:
  Western U.S. Systems.
Rural America, Inc., Washington, D.C.
SPONS. AGENCY- Department of Transportation, Washington, D.C.
REPORT NO.- DOT-1-86-28
PUB DATE- Jun 86
NOTE- 240p.; For other volumes, see RC 016 529-530.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; Agency Role; *Delivery Systems; Directories;
  *Disabilities; Elementary Secondary Education; Federal Aid; *Older
  Adults; *Rural Areas; *Transportation; Young Children
IDENTIFIERS- Private Transportation; Public Transportation; *United
  States (West)

This 3-volume directory is the first comprehensive effort to identify Urban Mass Transportation Administration (UMTA) funded Section 18 and 16(b)(2) rural and specialized transportation agencies and describe characteristics of these systems: organizational structure, service characteristics, size, and areas served. Volume 3 contains listings for Region VIII (Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming); Region IX (Arizona, California, Hawaii, Nevada); and Region X (Alaska, Idaho, Oregon, and Washington). Under regional and state headings, agencies providing transit systems are listed alphabetically according to funding source: Section 18, Section 16(b)(2), or other federal sources. Addresses and telephone numbers, names of counties served, numbers of vehicles and lifts in service, and number of trips made and clients served are provided for each agency. Data from individual agencies are summarized in state profiles, which are then combined into regional and national profiles. Volume 3 identifies a total of 955 organizations receiving direct or indirect UMTA funding. This includes 249 agencies funded under the Section 18 program and 706 agencies receiving assistance under Section 16(b)(2). (NEC)

ED 289 677
SE 048 762

Snively, Gloria
High Tide, Low Tide. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 81
NOTE- 142p.; Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Elementary Education; *Elementary School Science; Environmental Education; Interdisciplinary Approach; *Marine Biology; *Marine Education; Oceanography; Role Playing; *Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; Water Resources; Wildlife
IDENTIFIERS- *Project ORCA; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This packet, designed for grade levels 3-4, is an introduction to life at the rocky shore. The packet introduces students to 12 common rocky shore animals including: (1) barnacles; (2) mussels; (3) limpets; (4) periwinkles; (5) shore crabs; (6) hermit crabs; (7) sea stars; (8) tidepool sculpins; (9) blennies; (10) sea anemones; (11) sea urchins; and (12) seagulls. It describes life on a rocky shore; how the animals move, gather their food, and behave at high tide and low tide. The packet emphasizes role-playing as a method of helping children understand the situation of living plants and animals. In addition, the packet is intended to help students develop appreciation for natural beauty and positive attitudes towards the preservation of seashore life. (TW)

ED 289 691
SE 048 776

Guerrero, Frank; And Others
Chapter I Corrective Mathematics Program 1985-86. OEA Final Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jun 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Computation; Elementary Education; *Elementary School Mathematics; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Mathematics Tests; Problem Solving; Remedial Instruction; *Remedial Mathematics; *Remedial Programs

This document outlines the 1985-86 Chapter I Corrective Mathematics Program in New York City. The program served 8,825 eligible students in 186 nonpublic schools. The major goals of the program were to alleviate students' diagnosed deficiencies in mathematical concepts, computation and problem solving and to assist students in applying these concepts and skills in everyday life. Students received instruction in groups of 8 to 10, 1 to 5 times per week. Program objectives stated that students would achieve an average gain of five Normal Curve Equivalents from pretest to posttest on standardized mathematics tests. The students' test results surpassed the success criterion. The document describes the program, reports student outcomes, presents conclusions and makes recommendations. (PK)

ED 289 706
SE 048 791

Research on Coastal Marine Systems. Review and Recommendations for Unesco Programme 1987-1989. Unesco Technical Papers in Marine Science No. 52. Report of the Meeting of the Unesco/SCOR/IABO Consultative Panel on Coastal Systems (4th, Dakar, Senegal, December 15-17, 1986).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

PUB DATE- 87

NOTE- 73p.; Report of the Meeting of the Unesco/SCOR/IABO Consultative Panel on Coastal Systems (4th, Dakar, 15-17 December 1986).

AVAILABLE FROM- UNESCO Division of Marine Sciences, 7 place de Fontenoy, 75700 Paris, France.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTORS- Environmental Education; Global Approach; *International Cooperation; *International Organizations; *Marine Biology; Marine Education; Natural Resources; Science and Society; *Scientific and Technical Information; *Water Resources

IDENTIFIERS- *UNESCO

This report contains a detailed analysis, both retrospective and prospective, of the Unesco Major Interregional Coastal Marine (COMAR) Project. The report cites achievements during the period 1985-1986 and reviews plans for the various COMAR components for the triennium 1987-1989. Activities under review include: (1) co-operation with ICSU and its various member bodies, such as Scientific Committee on Oceanic Research (SCOR), International Association for Biological Oceanography (IABO) and the new International Geosphere-Biosphere Programme (IGBP) on relevant scientific activities as well as on traditional knowledge and management of coastal systems; (2) regional programmes developed in Latin America and the Caribbean, Asia, and the Pacific, the Mediterranean and Red Seas, and Europe; and (3) interregional activities, in particular the comparison of Atlantic and Pacific tropical ecosystems. (Author/TW)

ED 289 722
SE 048 807

The Federal Government and the University Research Infrastructure. Science Policy Study--Hearings Volume 6. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives. Ninety-Ninth Congress, First Session (May 21, 22, September 5, 1985).
Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
PUB DATE- 86
NOTE- 913p.; [No. 101].
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF06/PC37 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - General (020)
DESCRIPTORS- *College Science; Educational Finance; Hearings; Higher Education; Laboratory Safety; Policy Formation; *Public Policy; *Research and Development; *Research Universities; School Business Relationship; Science Education; Science Equipment; *Science Facilities; Science Laboratories
IDENTIFIERS- Congress 99th

This publication documents the testimony and discussion before the United States House of Representatives' Task Force on Science Policy during three days in 1985. It includes the text of the prepared statements by: (1) Dr. Bernadine Healy (Office of Science and Technology Policy, Executive Office of the President); (2) Henry G. Kirschenmann, Jr. (U.S. Department of Health and Human Services); (3) Dr. Dale R. Corson (Cornell University); (4) Dr. T. Edward Hollander (New Jersey State Department of Higher Education); (5) Dr. Oliver D. Hensley (Texas Tech University); (6) Hayden W. Smith (Council for Financial Aid to Education, New York); (7) Dr. Frank B. Sprow (Exxon Research & Engineering Co.); (8) Dr. Donald N. Langenberg (University of Illinois at Chicago); (9) Dr. Richard A. Zdanis (The Johns Hopkins University); (10) Dr. Ray C. Hunt, Jr. (business and finance, Charlottesville, Virginia); and (11) Dr. Praveen Chaudari (IBM Corp.). The appendices contain copies of other papers submitted to the task force which pertained to such topics as voluntary support of education, university laboratory needs, financing and managing university research equipment, and research facilities and equipment. (TW)

ED 289 342
FL 017 056

Special Galang Issue. Passage: A Journal of Refugee Education.
Center for Applied Linguistics, Washington, DC. Refugee Service Center.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 87
NOTE- 56p.; Photographs will not reproduce well.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *English (Second Language); Foreign Countries; Immigrants; Indochinese; *Orientation; *Program Administration; *Refugees; *Relocation; Second Language Instruction
IDENTIFIERS- *Indonesia (Galang); *Overseas Refugee Training Program

A special issue of the Journal of Refugee Education devoted to the Galang (Indonesia), site of the Overseas Refugee Training Program, contains these articles: "Origins of the Galang Program: A Historical Perspective" (Melvin E. Frarey); "'I Can't Believe I Am Flying over the South China Sea...'" (Elizabeth Tannenbaum); "The Beginning" (Fred Ligon); "ESL World" (Jon Phillips); "All Is Clear under the CO [Cultural Orientation] Sky" (David Ancel, Kathleen Hamilton); "Work Orientation" (Chuck Schumacher); "Administration in the Field" (Larry Ritter); "Galang As We See It" (Galang Refugee Processing Center staff); "Back Again" (Linda Schneider); "'Cultural Forum': Galang's Own Magazine" ("Cultural Forum" staff); "Processing U.S.-Bound Refugees in Indonesia" (Alan Barr); "The Learning Center" (Galang Learning Center staff); and "Learning English Begins with RESL [Regular English as a Second Language]" (Michael Kendellen). (MSE)

ED 289 357
FL 017 071

Kessler, Carolyn
Linking Mathematics and Second Language Teaching.
PUB DATE- Apr 87

NOTE- 31p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (21st, Miami Beach, FL, April 21-27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Communicative Competence (Languages); *English (Second Language); *English for Special Purposes; Limited English Speaking; Mathematical Concepts; *Mathematics Instruction; *Problem Solving; Second Language Learning
IDENTIFIERS- *Content Area Teaching

A discussion of the relationship between second language proficiency and mathematics performance argues that the learning of a second language and mathematics can be effectively integrated. The conditions conducive to second language acquisition in mathematics contexts, the communicative competence needed for mathematics, and the link between mathematical thinking and performance in a second language are examined. Preliminary findings from research studies relating mathematics to second language acquisition in school settings, particularly among limited-English-proficient students, are examined and the implications for teaching are discussed. The processes of language learning and mathematical problem-solving share many cognitive and affective features. Language learning in this context can be enhanced by mathematics instruction that provides alternate ways of getting input through personalized and cooperative learning situations. It can also contribute to the development of literacy. (MSE)

ED 289 371
FL 017 085

Informator Do Spaw Przesiedlenia w Stanach Zjednoczonych = Resettlement Guide, Polish. A Guide for Refugees Resettling in the United States.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- [87]
NOTE- 100p.; For related documents, see FL 017 083-086.
LANGUAGE- Polish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); Compensation (Remuneration); Cultural Context; *Daily Living Skills; *Employment; Interpersonal Communication; *Land Settlement; Occupational Mobility; Public Education; *Refugees; *Social Services; Social Values; Sociocultural Patterns; Voluntary Agencies
IDENTIFIERS- *Polish People

The resettlement guide, in Polish, describes the initial stage of resettlement and the processes that refugees undergo as new arrivals. The information is intended to prepare refugees for the first few weeks in an American community and to explain fundamental aspects of American life. An initial chapter outlines issues and procedures in pre-arrival arrangements, resettlement, and legal status and explains some common refugee misconceptions about their reception and status in the United States. Subsequent chapters describe aspects of employment in the United States (employment and benefit types, pay, getting a job, and job mobility), income and expenditures (budgeting, shopping, and banking services), education systems for children and adults, the American social, political, and religious system (including social services, the health care system, government and law, religion in American life, and church sponsorship), and daily living (personal communication, papers to carry, cars, alcohol, privacy, punctuality, personal habits, social conventions, money matters, and weights and measures). Notes on American holidays and special days and a list of voluntary agencies are contained in final chapters. (MSE)

ED 289 386
HE 020 699

Bobbitt, Frank
The Impact of an "Agricultural Educator" on Curriculum at Agricultural Colleges.

PUB DATE- [87]
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of International Agricultural Education (Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Colleges; *Agricultural Education; College Curriculum; College Faculty; Consultation Programs; *Developing Nations; *Educational Development; Educational Needs; Foreign Countries; Higher Education; *International Educational Exchange; Marketing

Ways to involve agricultural educators in international development projects are considered. Agricultural educators with expertise in the field of educational process in agricultural education are needed. These individuals should be proficient in needs assessment and program and curriculum development. The skills of agricultural educators are especially needed in the development of agricultural colleges. Agricultural educators have realized the contributions they could make and have attempted to sell the need for their services, but this tactic of selling agriculture education has been only partially successful. A new strategy that relies on the marketing concept is needed. Agricultural educators need to become more aware of the type of individuals agencies are seeking. Individuals need to be flexible, international in scope of knowledge, and able to focus on the local problems. It is important they realize that the U.S. program they know is only one model of agricultural development and not appropriate for all situations. The profession must continue to get their message to policymakers and employers. (SW)

ED 289 402
HE 020 863

Defaulted Student Loans. Private Lender Collection Efforts Often Inadequate. Report to the Secretary of Education.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO-HRD-87-48
PUB DATE- Aug 87
NOTE- 43p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies

$2.00 each; 25% discount on orders for 100 or more copies mailed to a single address).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Federal Aid; Federal Programs; Financial Services; Higher Education; *Loan Repayment; Private Financial Support; Public Support; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Default Analysis

The increasing costs, paid by the Department of Education through 47 loan guaranty agencies, for defaulted loans made through the Guaranteed Student Loan Program prompted the General Accounting Office (GAO) to evaluate the policies and procedures used by the Department and the guaranty agencies. The purposes were to determine whether: (1) the guaranty agencies established and enforced collection and claim filing standards for lenders that adequately protect the federal interest; and (2) the guaranty agencies promptly process and pay lender claims. The principal findings were that: most agencies' collection standards have not been approved by the Department; the standards of most of the agencies were inadequate; compliance with standards has not been enforced; federal interest costs varied widely; and the Department's revised regulations need to be enforced. GAO's recommendation is that the Secretary of Education develop and implement a process that will provide such enforcement. (KM)

ED 289 416
HE 020 977

Agreement between South Dakota Board of Regents and Council of Higher Education, an Affiliate of the South Dakota Education Association and the National Education Association, May 22, 1987.
National Education Association, Washington, D.C.; South Dakota Board of Regents, Pierre.

PUB DATE- 22 May 87
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Rank (Professional); Access to Information; Administrators; Arbitration; Codes of Ethics; *Collective Bargaining; *College Faculty; *Contracts; Discipline Policy; *Employment Practices; Equal Opportunities (Jobs); Evaluation Criteria; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; Records (Forms); Teacher Employment Benefits; Teacher Placement; Teacher Salaries; Teacher Strikes; Tenure; Unions; Work Environment
IDENTIFIERS- Dues Checkoff; National Education Association; *NEA Contracts; *South Dakota Board of Regents

The collective bargaining agreement between the South Dakota Board of Regents and the Council of Higher Education (COHE), an affiliate of the South Dakota Education Association and the National Education Association (NEA), is presented, covering the period July 1, 1987 through June 30, 1988. It sets forth the conditions of employment for all faculty (in both higher education institutions and special regental schools) represented by the Council of Higher Education. Division I of the agreement, which provides general provisions for all institutions, covers the following: definitions, recognition, management rights, COHE status, nondiscrimination, civil rights, affirmative action, contract disputes (including faculty grievances), evaluation, transfer, assignment and reassignment, faculty unit member reduction procedures, academic freedom, code of conduct for discipline, personnel files, academic governance, unit member responsibilities, working conditions, leaves, fringe benefits, salary, legislative action, agreement management provisions, dues deduction, and effect, duration and renegotiation. Division II and Division III contain the provisions for higher education and special schools and cover the following: individual contracts; evaluation; tenure; transfer, assignment and reassignment; faculty unit member reduction procedures; member responsibilities; working conditions; leaves; and salary. Division II also covers rank and promotion, and Division III also covers academic governance. Seventeen appendices contain grievance forms, code of professional conduct, evaluation forms, authorization forms, salary distribution plans, etc. (LB)

ED 289 444
HE 021 036

Loeher, Larry, Ed; And Others

The TA at UCLA/Newsletter, Issues No. 16-18 1986; No. 19, Winter 1987.

California Univ., Los Angeles. Office of Instructional Development.
PUB DATE- 87
NOTE- 38p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. For related documents, see HE 021 033-035.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Communication; College Instruction; Communicative Competence (Languages); Course Descriptions; English (Second Language); *Foreign Students; *Graduate Students; Higher Education; Questionnaires; Sex Discrimination; *Sexual Harassment; *Teacher Evaluation; Teacher Student Relationship; *Teaching Assistants
IDENTIFIERS- *Teaching Assistant Training Project; *University of California Los Angeles

Four issues of a University of California, Los Angeles, (UCLA) newsletter by and for teaching assistants (TAs) are presented, with focus on course syllabi, sexism, teacher evaluation, and foreign TAs. Consideration is given to: a positive classroom atmosphere; myths of college instruction; use of classroom tests; lecture methods; the "abused student syndrome;" relating to students; helping students with problems; sex discrimination in career counseling and student services, the curricula, tenure awards, scholarships, equal pay for staff, and staff behavior; women TAs as teachers or scholars; myths about sexual harassment; the sexual harassment survey at the University of California, Los Angeles (UCLA); UCLA's sexual harassment policy and procedures for implementing the policy; the reliability of student ratings of teacher performance; interpreting course evaluations; peer observation of teaching; analyzing a videotape; improving foreign TA's spoken English; cultural assumptions in the U.S. classroom; useful phrases for classroom communication; and SPEAK (UCLA's Test of Spoken English). UCLA resources for foreign TAs are described, and 10 outstanding articles on teaching in general are summarized. A midterm evaluation form is included. (SW)

ED 289 485
IR 012 952

Ellington, Henry
A Guide to the Selection of Instructional Methods. Teaching and Learning in Higher Education, 2.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 84
NOTE- 13p.; For related guides, see IR 012 951-955 and IR 012 960.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Technology; Foreign Countries; Higher Education; Individualized Instruction; *Instructional Development; *Instructional Material Evaluation; *Instructional Materials; Large Group Instruction; Mass Instruction; *Media Selection; Systems Approach; *Teaching Methods

This booklet is the first of four sequels to the guide "Educational Objectives" that discuss the selection and use of instructional methods. Following a brief introduction, the systems approach to course or curriculum design is reviewed, and the selection of appropriate instructional methods is described as the second key step in the course or curriculum development process. In addition, the wide range of instructional methods available to teachers and lecturers are discussed, and three broad categories of methods are identified--mass instruction techniques, individualized learning techniques, and group learning techniques. Finally, the range of techniques available within each category is examined, and the educational strengths and weaknesses of each technique are discussed. The text is supplemented with two figures and four tables, and two sources for further reading are listed. (KM)

ED 289 501
IR 012 968

Ellington, Henry
How To Produce Computer-Based Learning Materials. Teaching and Learning in Higher Education, 18.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 21p.; For related guides, see IR 012 959-960.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; Computer Managed Instruction; Computer Simulation; *Courseware; Foreign Countries; Higher Education; Instructional Design; *Interactive Video; *Material Development; *Models; *Production Techniques; Teacher Developed Materials; Teaching Methods

A sequel to the booklet "How Computers Can Be Used in Education," this booklet begins by looking at ways in which computer-based learning (CBL) materials can be used in different types of instructional situations, i.e., mass instruction, individualized learning, and group learning. The design and production of four types of conventional CBL instructional materials are then examined: (1) number crunching (calculation) and data processing packages; (2) substitute tutor packages; (3) substitute laboratory packages; and (4) computer-managed learning packages. Guidelines for the production of interactive video materials conclude the booklet. Sample materials provided include an extract from a typical tutor-mode CBL dialog; models of drill and practice, tutorial, and simulation lessons; and a diagram of the features of an interactive video system. An annotated list of six items recommended for further reading is included. (MES)

ED 289 517
IR 052 227

Davis, H. Scott; And Others
Using Video Projection for LUIS Instruction at Indiana State University Libraries.

PUB DATE- Jul 86
NOTE- 27p.; Paper presented at the NOTIS User's Group Meeting (Evanston, IL, July 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Higher Education; Instructional Material Evaluation; *Library Instruction; *Online Catalogs; *Projection Equipment; User Satisfaction (Information); *Videotape Recordings
IDENTIFIERS- *Indiana State University; *Library User Information Service

This document presents the supporting materials packet used by three Indiana State University librarians during a presentation on the use of video projection for teaching students to use LUIS (Library User Information Service). The packet includes: (1) a list of the advantages and disadvantages of using video projection for instructional purposes; (2) a list of three other institutions using video projection technology; (3) a simplified schematic of the Indiana State University video projection system; (4) an evaluation instrument for gathering data on student and faculty reaction to the use of video projection and the evaluation results; (5) a listing of 10 resources for further reading on video projection; and (6) samples of instructional materials used in the Indiana State University online catalog instructional program. (Author/KM)

ED 289 621
PS 017 066

Perry, David G.; Perry, Louise C.
Applications of Dodge's Social Information Processing Model of Social Competence to the Study of Prosocial Behavior in Children.
PUB DATE- Jul 87
NOTE- 18p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Altruism; Children; *Cognitive Processes; *Individual Development; *Interpersonal Competence; *Models; *Prosocial Behavior; Social Behavior
IDENTIFIERS- *Social Information Processing (Dodge)

Discussion focuses on ways in which Dodge's (1986) five-step model of social information processing, which has previously been used in organizing knowledge about the cognitive mediators of aggression among children, can be used to enhance the understanding of prosocial behavior. The model describes cognitive steps thought necessary to children's appropriate and competent action in social situations, namely: (1) encoding social cues, (2) interpreting behavior, (3) generating alternative responses, (4) choosing a response after evaluating potential consequences of alternatives, and (5) performing the chosen response. This paper reviews Dodge's general model of the role of cognition in social behavior; illustrates the usefulness of the model in a summary discussion of the extent to which the model has advanced understanding of aggressive behavior; and points out ways in which the model might be applied to the study of prosocial behavior. Supplementing the discussion is a summary of research findings on ways in which kindergarten and eighth-grade children view the relationship between altruistic behavior and the altruistic person's affective state. Suggestions indicate how such findings can be assimilated to Dodge's model. It is argued that, while much of what is presently known about cognitive factors in prosocial behavior can be assimilated to Dodge's model, large gaps exist in the knowledge of such processing; Dodge's model is useful in generating hypotheses to fill those gaps. (RH)

ED 289 636
PS 017 087

1987 Family Day Care Licensing Study.
Children's Foundation, Washington, D.C.
PUB DATE- Sep 87
NOTE- 78p.; Family Day Care Advocacy Project.
AVAILABLE FROM- The Children's Foundation, 815 Fifteenth Street, NW, Suite 928, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Certification; Child Caregivers; Early Childhood Education; *Family Day Care; National Surveys; Professional Training; State Legislation; State Licensing Boards; *State Standards; Zoning

This document contains the results of a nationwide survey of state regulatory agencies which was conducted for the purpose of updating family day care licensing information gathered in 1986. For each state, information is presented on the topics of regulations and requirements, training and orientation, provider qualifications, discipline, zoning, and pending legislation. This report has been expanded to include: (1) an examination of regulatory requirements for large family day care homes, or group homes, that is, homes of 7 to 12 children; and (2) information on pending state legislation regarding regulations, liability insurance, and zoning for family day care homes. (PCB)

ED 289 665
RC 016 532

Carey, John J.
Law Related Education Curriculum.

Crownpoint Inst. of Technology, NM.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Sep 87
NOTE- 130p.
GRANT- G008610580
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *American Indian Education; *American Indian Reservations; American Indians; *Citizenship Education; Civil Rights; Civil Rights Legislation; Consumer Education; *Course Content; Criminal Law; Curriculum Guides; Due Process; Family Life; Instructional Films; Law Enforcement; *Law Related Education; Laws; Lesson Plans; Program Descriptions; Resource Materials; School Law; Secondary Education; Student Rights; Teaching Methods; Units of Study
IDENTIFIERS- *Navajo (Nation); *Tribal Law

Law related education learning modules and lesson plans are presented in this curriculum guide, which is designed to meet three broad goals: (1) to encourage good citizenship and respect for the law by teaching students how to effectively function within the law and to demonstrate and value lawful conduct; (2) to promote a better understanding for the law and the legal system; and (3) to identify and explain those areas of the law that affect the lives of Navajo students living in the "checkerboard" area of the Navajo Reservation. The 32 detailed lesson plans are organized into six chapters dealing with introduction to law, consumer law, individual rights, family law, student and school law, and criminal law. Each lesson begins with objectives for the learner, an opening question that introduces the topic of the lesson, background information for the teacher, suggested methods and materials, and a list of activities for extending the lesson. Topics of individual lessons include categories of law, collection agencies and debtor rights, Indian voting rights, marriage on the Navajo Reservation, school due process, and tribal jurisdiction over non-Indians. An annotated list of 21 recommended films and a bibliography of instructional materials are appended. (JHZ)

ED 289 692
SE 048 777

Linn, Mary McMahon
Effects of Journal Writing on Thinking Skills of High School Geometry Students.
PUB DATE- Aug 87
NOTE- 72p.; Masters of Education Project, University of North Florida.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses -

Undetermined (040)
DESCRIPTORS- Cognitive Style; *Content Area Writing; Geometric Concepts; *Geometry; High Schools; *Logical Thinking; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Metacognition; *Secondary School Mathematics; Writing (Composition)
IDENTIFIERS- Mathematics Education Research; *Student Journals

The purpose of the project was to determine the effects of journal writing on the thinking skills of high school geometry students. The research supports the idea that writing can enhance a student's metacognitive ability. The results show that the journals served effectively in various capacities. Each student became actively involved in his or her own learning process. Writing forced the students to synthesize information and they became aware of what they did and did not know. They recognized their individual learning style and strengths and began to take advantage of those strengths. The journals served as a diagnostic tool for the instructor and they opened lines of communication between teacher and student and personalized the learning environment. The results of the project suggest that this type of journal keeping would be effective in all disciplines but it is especially recommended that it be implemented throughout a mathematics department. (Author)

ED 289 430

HE 021 018

Border, Laura, Ed.
The Tutor: Graduate Teacher Program Newsletter, Volume 1, No. 1-4, 1985; Volume 2, No. 1-4, 1986; Volume 3, No. 1-2, 1987.
Colorado Univ., Boulder. Univ. Learning Center.
PUB DATE- 87
NOTE- 45p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Awards; *College Instruction; Discussion (Teaching Technique); Economics Education; Foreign Students; *Graduate Students; Higher Education; Learning Disabilities; Lecture Method; Recognition (Achievement); Resource Centers; Scholarships; Sex Bias; Staff Development; Student Evaluation of Teacher Performance; *Teaching Assistants
IDENTIFIERS- *Teaching Assistant Training Project; *University of Colorado

Ten newsletter issues on the Graduate Teacher Program (GTP) at the University of Colorado are presented. The initial issue provides an overview of the GTP and the University Learning Center, and covers scholarships offered to graduate students, the Graduate Student Advisory Council, and student support services on the Boulder campus. Additional issues include information on: the GTP teaching excellence program; the Academic Skills Program at the University Learning Center; awards for teaching and research and creative work; the Learning Disabilities Program admissions process, services to students, and technical assistance to staff; collaboration between GTP and the economics department concerning teaching assistant (TA) training; the use of midterm evaluations; the Faculty Course Questionnaire; academic and personal support services; and the international TA training program. Contents also include: an article by Mary Ann Shea on the use of student ratings to improve teaching, an article by Myra Sadker and David Sadker on sexism in the classroom, and three articles by Ken Battle on a discussion method, the lecture method, and Socratic methods possibilities for undergraduates. (SW)

ED 289 471
IR 012 937

Mouton, Harry; Reigeluth, Charles M.

Adjunct Questions and Mediated Self Instruction: Comparisons of Lookback and No-Lookback Procedures, with High or Low Level Questions, Massed or Inserted in the Text. IDD&E Working Paper No. 24.
Syracuse Univ., N.Y. School of Education.
PUB DATE- Mar 87
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Control Groups; Distance Education; Factor Analysis; *Instructional Design; *Intermode Differences; Measurement Techniques; Performance Factors; *Programed Instructional Materials; *Recall (Psychology); Secondary Education
IDENTIFIERS- *Adjunct Questions; *Lookbacks (Reading)

This study explores the use of the adjunct question paradigm in self-instruction and distance education materials. The subjects were 187 high school students who read text passages and answered one high level (implication or inference) or low level (verbatim or paraphrase) question. These questions were either inserted in the text or massed at the end of the passage. Subjects were either allowed to look back at the text while answering the questions (the freedom group, FREE) or were not allowed to look back (the read-read-question group, RRQ; the read-question-read group, RQR). One control group read the passages twice without questions and another neither read the passages nor answered the questions. All subjects were tested on recall of low level and performance on high level posttest items. On high level incidental items, the RQR group performed better than the RRQ group, but the FREE group recalled more low level incidental material than the RQR group. In the two no-lookback groups, those who were asked high level adjunct questions performed better when the questions were massed together, while those who were asked low level adjunct questions performed better when the questions were inserted. In general the lookback group recalled as much, and performed as well, as the two no-lookback groups. For all incidental dependent variables, most treatment groups did not score significantly higher than the READ-TWICE control group. Discussions of the limitations of the study that may have influenced the results and the implications of the findings conclude the report. A reference list of 101 items is appended. (Author/RP)

ED 289 531
JC 870 444

Singer, Elizabeth

Competency-Based Adult High School Curriculum Project.
Brevard Community Coll., Cocoa, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 86
NOTE- 64p.; For related documents, see ED 257 972, ED 270 165, ED 270 166, JC 870 445, and JC 870 448.
AVAILABLE FROM- Dean, Adult/Community Education, Brevard Community College, Open Campus, 1519 Clearlake Road, Cocoa, FL 32922 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Classroom Techniques; Community Colleges; *Community Education; *Competency Based Education; *High School Equivalency Programs; Individual Instruction; Instructional Materials; Program Guides; *Teacher Education; Testing; Two Year Colleges

This compilation of program materials serves as an introduction to and overview of Florida's Brevard Community College's (BCC's) Competency-Based Adult High School Completion Project, which was conducted to teach administrators, counselors, and teachers how to organize and implement a competency-based adult education (CBAE) program; to critique and disseminate locally developed CBAE curricula for high school completion based on state curriculum frameworks and performance standards; and to develop and instruct teachers in the use of a training manual for CBAE classroom management. Following introductory comments, the project overview focuses on: (1) the need for the project; (2) major activities; (3) objectives; (4) current status of project activities; (5) highlights of the Brevard Community College experience; (6) the development of the CBAE curriculum packages, including work directions given to writers; (7) the CBAE high school completion curriculum; (8) instructions to users of the CBAE module users; (9) promotional materials for project events; (10) a letter of agreement clarifying the relationship between school districts and the project; (11) instructions for creating an effective module; (12) sample Student Learning Guides; and (13) introductory material from other project publications. (UCM)

ED 289 545
JC 870 548

Akridge, Sharon A.; Ross, Peter
CCC's Success Program: Counseling, Caring and Campus Involvement.
PUB DATE- 12 Jul 87
NOTE- 22p.; Paper presented at the League for Innovation in the Community College's Conference, "Student Development in the 1990's: Practices to Assure Student Success" (Kansas City, KS, July 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Probation; *Academic Standards; *College Admission; College Environment; Community Colleges; *Computer Oriented Programs; *Educational Counseling; *High Risk Students; Program Descriptions; Student College Relationship; Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Cuyahoga Community College OH

Cuyahoga Community College (CCC), Western Campus, has developed an admissions/counseling cooperative program to assist underprepared, probationary, or academically dismissed students to effect positive changes in their educational record and personal lives. The program includes the following components: (1) computer monitoring of students' grades and the placement on academic probation of students falling below minimum academic requirements; (2) assistance in readmission for academically dismissed students, including a meeting with the Director of Admissions and Records to review academic history and goals; assistance in the completion of a readmission petition; and limitations on course schedule and load; (3) a "College Survival Strategies" course designed to analyze and augment the student's study skills techniques; and (4) a grade forgiveness program, which allows students to petition for the removal of up to 15 credit hours of F from their cumulative grade point average (GPA). Attachments include CCC policy statements on student success, readmission after academic dismissal, academic and disciplinary probation or dismissal; sample letters regarding academic dismissal and requests for readmission; a syllabus for "College Survival Strategies"; a blank petition for GPA adjustment under the grade forgiveness program; and a sample academic record. (EJV)

ED 289 560
JC 880 017

Wilms, Wellford W., Ed.; Moore, Richard W., Ed.
Marketing Strategies for Changing Times. New Directions for Community Colleges, Number 60.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-952-1
PUB DATE- 87
NOTE- 114p.
CONTRACT- 400-83-0030
AVAILABLE FROM- Jossey-Bass Publishers, 350 Sansome Street, San Franciso, CA 94104-1310 ($12.95)
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Planning; *Community Colleges; Employment Programs; Enrollment Influences; *Job Training; *Marketing; *Performance Contracts; *Proprietary Schools; Public Relations; School Business Relationship; State Programs; *Student Recruitment; Two Year Colleges

This collection of essays discusses ways in which community colleges and proprietary schools have been able to cope with changes in employer and student markets. The collection includes: (1) "Marching to the Market: A New Tune for Training Organizations," by Wellford W. Wilms; (2) "California's Employment Training Panel: Creating Incentives for Change," by Steve Duscha; (3) "Performance Contracting: Successfully Managing the Risk," by Linda M. Thor; (4) "Maintaining Links with Local Employers: The Key to Proprietary School Success," by Dean Johnston; (5) "Increasing Enrollments: A Marketing Perspective," by Michael K. Brannick; (6) "A 1980s Approach to Planning: The Houston Community College System," by Joyce Boatright and Jacquelin Crowley; (7) "Student Recruitment: A Market Research Primer," by Richard W. Moore; (8) "Public Relations and Marketing," by Daniel D. Savage; (9) "Summary and Conclusions," by Wilms and Moore; and (10) "Sources and Information: Reaching Employer and Student Markets," by Anita Y. Colby and Mary P. Hardy. (AYC)

ED 289 574
JC 880 043

Career and Educational Interests of Johnson County Public High School Students.
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
PUB DATE- Sep 87
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Bound Students; College Choice; Enrollment Influences; Females; Grades (Scholastic); High Schools; *High School Students; Males; Questionnaires; School Surveys; *Student Characteristics; *Student Educational Objectives; Student Employment; Student Needs; Terminal Students; Vocational Education; *Vocational Interests

In 1987, a study was conducted by Johnson County Community College (Kansas) in cooperation with local public school districts to determine the career and educational interests of the county's public high school students. Surveys were administered in class to 11,477 freshmen, sophomores, juniors, and seniors, requesting information on high school and work experiences, high school vocational/technical program interests, future plans, and college/university preferences. Study findings, based on a 68% response rate, included the following: (1) over 90% of all respondents gave a positive evaluation to their high school preparation; (2) over 50% of the respondents indicated that they needed more help in "gaining practical work experience in career field," "developing effective learning strategies," "securing scholarships or financial aid," and "selecting a career or college major"; (3) over 60% described their individual high school program as preparation for college, while 7% saw it as preparation for a job; (4) almost 60% worked part-time while in high school; (5) 47% of the students who earned mostly A's and 71% of students who earned mostly F's held jobs while in high school; (6) more males than females held jobs while in high school; (7) 65% of the female students and 56% of the males planned to attend college full-time during the first year after high school; and (8) about half of the students who indicated an intention to attend a specific college chose an out-of-state institution. The survey instrument is appended. (UCM)

ED 289 589
PS 017 017

Butler, Joan M.; And Others
Differences in Achievement and Time-on-Task with Homogeneous and Heterogeneous Ability Grouping of Second Graders.
PUB DATE- Apr 87
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Audiovisual Instruction; Cognitive Style; Comparative Analysis; *Elementary School Students; Grade 2; *Heterogeneous Grouping; *Homogeneous Grouping; Mathematics Achievement; Primary Education; *Reading Comprehension; *Time on Task
IDENTIFIERS- Student Preferences

An exploratory, comparative study of the achievement of 186 homogeneously and heterogeneously grouped second graders found no significant differences in overall achievement in reading and mathematics. However, a significant difference in reading comprehension scores of children in the two groups was found. At low, medium, and high academic performance levels, homogeneously grouped second graders scored significantly higher in reading comprehension than did heterogeneously grouped students. Children in homogeneous classes also exhibited significantly higher amounts of time-on-task than did children in heterogeneous classes. No difference across groups was found in time-on-task for high level children. If grouped homogeneously, low-achieving and middle-achieving children spent significantly more time-on-task. Time-on-task of second graders in homogeneous groups correlated significantly with their achievement in both reading and mathematics. This relationship was not observed for children in the heterogeneous groups. Among children grouped heterogeneously, but not homogeneously, preferences for auditory-visual learning stimuli were correlated with reading and mathematics achievement. Structure as a preferred learning style was negatively correlated with achievement in mathematics for children taught in homogeneous groups. Responsibility as a learning style was correlated with reading achievement for children taught in heterogeneous groups. Implications of the findings are discussed. (RH)

ED 289 605
PS 017 039

Portes, Pedro R.; And Others
Assessing Child Rearing Style in Ecological Settings: Its Relation to Culture, Social Class, Early Age Intervention and Scholastic Achievement.

PUB DATE- [84]
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; Blacks; *Child Rearing; Developmental Programs; *Discipline; Individual Development; Intellectual Development; Intervention; Lower Class; Middle Class; Mothers; Parent Child Relationship; *Racial Differences; Research Methodology; Social Differences; Whites
IDENTIFIERS- Process Research

Fifty-four middle and lower class, black and white adolescents were observed interacting with their mothers during a discussion of seven child rearing problems. Maternal references to a range of disciplinary measures were identified, analyzed, and related to the subjects' scholastic performances. A factor analysis of process measures confirmed earlier findings based on self-report data concerning parental disciplinary style. Low socioeconomic status (SES) mothers who participated in an early age intervention and upper middle class mothers tended to be less punitive than those in the low SES untreated group. Black mothers were less permissive than those in the white group. Parental disciplinary style was found to be significantly related to school performance. Results are discussed in terms of: (1) the development of methodological procedures for interaction analysis in semistructured, ecological research and for the evaluation of process variables in early age intervention follow-ups; and (2) theory relating disciplinary style to intellectual development. Thirty references are listed. (Author/RH)

ED 289 650
RC 016 508

Prieto, Margarita M.
Project Ancianos: Survey of Projects for the Hispanic Elderly. Initial Findings.
National Council of La Raza, Washington, D.C.
PUB DATE- Jul 87
NOTE- 11p.; This project is jointly funded by the Travelers Companies Foundation and the Villers Foundation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advocacy; Agency Role; *Client Characteristics (Human Services); Cubans; Delivery Systems; Economically Disadvantaged; *Health Needs; Health Services; *Hispanic Americans; Housing Needs; Mexican Americans; *Needs Assessment; *Older Adults; Program Descriptions; Puerto Ricans; *Social Services; Spanish Speaking; Transportation

As part of a project to understand the socioeconomic and health status of Hispanic elderly, assess their needs, and examine services available to and utilized by this group, 17 agencies in 9 states (Arizona, California, Connecticut, Florida, Michigan, Missouri, New York, Ohio, and Texas) were evaluated through the survey project. Results indicated the majority of clients served by these agencies had little or no formal education and nearly half spoke only Spanish and/or were literate only in Spanish. Nearly all clients were retired, many lived alone, and a significant percentage were disabled. The vast majority were low-income individuals and nearly three-fourths received Social Security benefits. Health care was cited as the most serious problem for clients, with lack of money, insufficient transportation, and language difficulties mentioned as the most serious barriers to adequate health care. Housing and transportation were also among the most serious unmet needs. Most agencies carried out some advocacy on behalf of their clients and half indicated that they were interested in serving as focus sites for further research and advocacy or leadership training. On average, federal funding accounted for 46% of the elderly program budgets, state government for 18%, local government for 21%, and United Way for 11%. (NEC)

ED 289 678
SE 048 763

Tarabochia, Kathy
Life Cycle of the Salmon. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 80
NOTE- 128p.; Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Depleted Resources; Elementary Education; *Elementary School Science; *Environmental Education; *Ichthyology; Interdisciplinary Approach; *Marine Biology; Marine Education; Oceanography; *Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; Water Resources
IDENTIFIERS- *Project ORCA; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This unit, designed for grade levels 3, 4, and 5, presents important facts regarding the life cycle of salmon in Northwest waters, emphasizing the importance of clean water in our environment. It stresses the unique migration and breeding habits of salmon and relates its constant struggle for survival. This activity packet alerts learners to ways in which they can help protect the salmon's natural environment. (TW)

ED 289 707
SE 048 792

Day, Roger P.; And Others

Evaluation of Quantitative Literacy Series: Exploring Data and Exploring Probability. Program Report 87-5.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 87
NOTE- 195p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Data Collection; Experimental Curriculum; *Inservice Teacher Education; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Tests; *Probability; Secondary Education; *Secondary School Mathematics; Staff Development; *Statistics; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Mathematics Education Research

A quasi-experimental design with two experimental groups and one control group was used to evaluate the use of two books in the Quantitative Literacy Series, "Exploring Data" and "Exploring Probability." Group X teachers were those who had attended a workshop on the use of the materials and were using the materials during the 1986-1987 school year. Group Y teachers were those who were trained by the Group X teachers and were using the materials during the 1986-1987 school year. Teachers of Group Z, the control group, were teaching similar classes from the same schools as teachers of Groups X and Y. A pretest was administered to all three groups in November, 1986. A March Test was administered to the two experimental groups. A May Test, posttest, was administered to all three groups. In addition, teachers maintained daily logs of the amount of instructional time allocated to mathematics and the amount of instructional time allocated to the Quantitative Literacy materials. All teachers were requested to complete a questionnaire at the end of the study. The results indicate that using the Quantitative Literacy materials resulted in students learning approaches and techniques for describing data sets and means of computing probabilities. (Author/PK)

ED 289 723
SE 048 808

The Impact of Information Technology on Science: Science Policy Study Background Report No. 5. Report Prepared by the Congressional Research Service Library of Congress Transmitted to the Task Force on Science Policy, Committee on Science and Technology. U.S. House of Representatives, Ninety-Ninth Congress Second Session.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- Sep 86
NOTE- 58p.; Serial T.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; Federal Aid; *Government Role; Higher Education; *Information Technology; Research Universities; *School Business Relationship; Science and Society; Science Education; *Technological Advancement; Technology Transfer; *Telecommunications
IDENTIFIERS- Congress 99th

This report to the Committee on Science and Technology, United States House of Representatives, provides an analysis of how advances in computer and telecommunications technology are significantly affecting the conduct of science. The introduction describes key developments in information technology, discusses their general impact, and highlights future trends. This is followed by a chapter on the impact of information technology on scientists and research institutions and a chapter on the impact of information technology on the dissemination and use of research results. The final section focuses on the role of the federal government in this area and identifies possible questions for congressional consideration. (TW)

ED 289 343
FL 017 057

Passage: A Journal of Refugee Education, Volume 3, Numbers 1-3, 1987.
Center for Applied Linguistics, Washington, DC. Refugee Service Center.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 87
NOTE- 196p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Artists; Children; Community Services; Drama; Elective Courses; Elementary Secondary Education; English (Second Language); *Ethnic Groups; Foreign Countries; *Indochinese; Job Search Methods; Land Settlement; Language Proficiency; Language Tests; Literacy Education; Maps; Medical Services; Mental Health Programs; On the Job Training; *Orientation; Paraprofessional Personnel; Photography; Poetry; Puppetry; *Refugees; *Relocation; Resumes (Personal); School Newspapers; Second Language Instruction; Simulation; Staff Development; Student Developed Materials; Translation; Vocational Education; Writing Instruction

The three 1987 issues of the Journal of Refugee Education include articles on the following topics: on-the-job training; preparing refugee children for elementary school programs; examining attitudes and stereotypes through video; older teenagers at the Bataan (Philippines) refugee site; developing a survey course in Indonesian culture for secondary school students; the refugee translator's perspective; intercultural communication; a traditional medicine center; English as a second language (ESL) curriculum development; refugee hesitancy to ask questions; refugee artists; teaching community services; a conversation with two Lao monks; variety and choice in cultural orientation courses; the Dega people; job interview simulation; fluency building; cultural orientation for and special problems of Eastern European refugees; Teachers of English to Speakers of Other Languages annual meeting session summaries; drama for secondary students; a writing program; resume writing; developing ESL literacy in young children; mental health service delivery; student newspapers; staff development; the Cao Dai religion; U.S. resettlement status; ESL reading for young children; the Black Tai; informal language testing; student map making; new teacher experiences; history instruction; preparation for bureaucracy; native language literacy; the community as a language resource; low-level ESL teaching techniques; and visits to overseas refugee sites. (MSE)

ED 289 358
FL 017 072

Forrest, Tracey
The Added Dimension of Voice: Creating Interpersonal Involvement in the SLA Classroom.
PUB DATE- [87]
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Instructional Effectiveness; Language Skills; Learning Motivation; *Listening Skills; Literature Appreciation; Media Selection; *Oral Interpretation; *Oral Reading; Second Language Instruction; Second Language Learning; Skill Development; *Teacher Role

A discussion of the use of voice as an effective tool in second language instruction examines the role of teachers as readers, the process of selecting and interpreting texts, preparation of reading passages, and reading aloud in class. The dimension of voice added to other aspects of language emphasizes the communicative purpose of the language, helps students exploit their full knowledge of the language, enhances the comprehensibility of the text, encourages students to develop active listening skills and increase their paralinguistic repertoires, motivates students to investigate deeper meanings in the text, and inspires skill development in reading and writing. Specific techniques and considerations in preparing to read aloud to students are outlined. (MSE)

ED 289 403
HE 020 864

McGuinness, Kathleen, Comp.
Non-Traditional and Interdisciplinary Programs: Selected Papers from the Annual Conference of Non-Traditional and Interdisciplinary Programs (5th, Virginia Beach, Virginia, May 4-6, 1987).
George Mason Univ., Fairfax, Va.
PUB DATE- May 87
NOTE- 776p.
LANGUAGE- English
EDRS Price - MF05/PC32 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Curriculum; Computer Assisted Instruction; Computer Uses in Education; Continuing Education; Corporate Education; Educational Technology; Graduate Study; Higher Education; Honors Curriculum; Individualized Programs; Inservice Teacher Education; *Interdisciplinary Approach; Liberal Arts; Military Personnel; *Nontraditional Education; Nontraditional Students; Outcomes of Education; Prior Learning; Program Evaluation; Reentry Students; School Business Relationship; Student Evaluation; *Undergraduate Study; Writing Skills

Nearly 100 conference papers from the George Mason University annual conference on nontraditional and interdisciplinary studies are presented. The are grouped into 14 categories: (1) assessment of prior learning, which includes "Lifelong Learning: Integrating the Liberal Arts and Experience in Adult General Education" (J. Gary Bernhard) and "Partnerships in Assessing Prior Learning: A Model College Union Program" (Hugh B. Hammett); (2) evaluation outcomes, including "Strengthening Adult Learning through Program Review: An Institutional Case Study" (Robert L. Norris); (3) corporate/university linkages, which includes "Using Instructional Television To Bring the University to the Corporate World" (Joan De Rooy) and "The Joint Partnership Role of Continuing Education and Labor-Management in Corporate America" (Robert B. Leiter); (4) honors programs, including "Social Constructionist Approach to Curriculum as an Integrative Dialogue" (Tim McCracken); (5) interdisciplinary undergraduate programs, including "Creating an Interdisciplinary College Minor" (Joy Cantrell) and "Guidelines for Non-Traditional Interdisciplinary Curricula" (Donald B. Pribor); (6) issues in interdisciplinary graduate programs, including "An Individualized Master of Arts Program in Interdisciplinary Studies" (Alfred Cohn); (7) military programs, including "Bachelor Degrees for Soldiers (BDFS) Systems" (Clinton L. Anderson); (8) related issues in non-traditional education, including "Kinderskills: Unique Intergenerational and Interdisciplinary Program of Skill Instruction" (Linda M. Carson) and "Planned Inertia: The Struggles of Two Experimental Colleges" (Gi Gardner); (9) teaching the teachers: a response to the call for quality, including "Instructional Strategies for Non-Traditional Learners" (Walter V. Hanclosky) and "Support Mechanisms for Part-Time Faculty at the School of Visual Arts" (Mark Salmon); (10) teaching writing across the curriculum, including "The Role of Writing in Interdisciplinary Programs" (Katherine K. Gottschalk); (11) technology and non-traditional interdisciplinary programs, including "The Electronic Seminar: Distance Education by Computer Conferencing" (Lowell Roberts); (12) the ascent of older, new students and other issues in the non-traditional/interdisciplinary education of adults, including "Values, Decision-Making and Power: An Interdisciplinary Course for the Adult Learner" (Dineh Moghdam Davis); (13) undergraduate interdisciplinary courses, including "Biological and Literary Interpretations of the Nature of Man" (Frank P. Riga and Kenneth R. Barker); and (14) ways of knowing interdisciplinary issues in the liberal arts, including "Integrating Science and the Humanities for Career-Oriented Students" (Stephen Gottlieb and Robert Martinez). Each paper includes a bibliography. (KM)

ED 289 457
IR 012 910

Pelton, Joseph N.
A New Era Begins: Satellite Communications and Development.
PUB DATE- Sep 87
NOTE- 19p.; Paper presented at the Telecommunications Research Policy Conference (15th, Arlie, VA, September 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications Satellites; Costs; *Developing Nations; *Distance Education; Economic Development; *Health Services; Information Systems; International Cooperation; National Programs; *Nonformal Education; *Rural Development; Technological Advancement; Teleconferencing; Telecourses
IDENTIFIERS- *Intelsat; Project SHARE

This overview of changes in the field of telecommunications development produced by satellite communications over the last 15 years focuses on applications of satellite systems for educational and health purposes in developing countries. Satellite communications development from 1974 to 1986 is identified as the first stage of telecommunications in developing countries, which was generally a trunking network restricted to large cities and beginning with lease or purchase of equipment from INTELSAT. Such projects in Algeria and Brazil are briefly described. A second stage of satellite communications development, which has rural service as an important part of the planning objectives, is also identified and the following topics are addressed in this context: (1) rural satellite communications systems in China and India; (2) new services and low-cost options available through INTELSAT; (3) major studies on the extension of telecommunications systems into rural and remote areas; (4) new digital compression techniques; and (5) cost/benefits of communications development. Guidelines for assessing the level of communications development are suggested. Attachments include lists of countries with INTELSAT leases and purchases; countries with dedicated communications satellite systems; and regional satellite systems. Also attached is a status report for Project SHARE which lists 14 projects together with their sponsors, the participating countries, the type of transmission, and content. (MES)

ED 289 486
IR 012 953

Ellington, Henry
A Guide to the Use of Mass Instruction Techniques. Teaching and Learning in Higher Education, 3.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 84
NOTE- 14p.; For related guides, see IR 012 951-955.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiovisual Instruction; Educational Television; Foreign Countries; Higher Education; Instructional Films; Instructional Materials; Lecture Method; *Mass Instruction; *Media Selection; *Teaching Methods; Videotape Recordings

This booklet is the first of three sequels to "A Guide to the Selection of Instructional Methods." Following a brief introduction, a discussion of the most common methods used in mass instructional techniques deals with the strenghts and weaknesses of lectures and similar expository techniques, film and video presentations, educational broadcasts, and mass practical and studio work. In addition, the different roles that instructional materials can play in mass instruction situations are examined, and the choice of instructional materials for specific mass instruction situations is briefly considered. A schematic representation depicting various types of instructional material vis-a-vis types of mass instruction situations is included, and four sources for further reading are listed. (KM)

ED 289 502
IR 012 969

Ellington, Henry

How To Design Educational Games and Simulations. Teaching and Learning in Higher Education, 19.

Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 19p.; For a related guide, see IR 012 958.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Computer Assisted Instruction; *Educational Games; Foreign Countries; Higher Education; Instructional Design; *Instructional Development; *Material Development; Production Techniques; *Simulation; *Teacher Developed Materials
IDENTIFIERS- Board Games; Card Games; *Printed Materials

A sequel to the booklet "How Games and Simulations Can Be Used in Tertiary Education," this booklet begins by looking at ways in which participative exercises of the game/simulation/case study type can be used by teachers and trainers working in further and higher education. A process for the identification of a clearly-defined need for an exercise of this type is then outlined, followed by guidelines for formulating the basic idea for a new exercise: (1) the choice of content; (2) the choice of format, e.g., a simple manual exercise, a card game, a board game, or a computer-based exercise; (3) the choice of overall structure of the exercise, e.g., a linear, branching, radial, cyclic, interactive, or composite structure; and (4) how to use these structures in each of the different types of formats. Three stages in the conversion of the basic idea into a viable educational package are also described, including deciding on the overall form of the package, producing a prototype, and field testing and revising the prototype package. Several alternative ways of making the exercise generally available are also suggested. Models of the various structures and the development process for prototype packages of each format are included, and two items recommended for further reading are listed. (MES)

ED 289 518
IR 052 233

Gose, Frank J.
Data Administration at a Regional University: A Case Study.
PUB DATE- Oct 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Rocky Mountain Association for Institutional Research (Flagstaff, AZ, October 7-9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Administrative Organization; Case Studies; *College Administration; Data Analysis; Database Management Systems; Higher Education; Information Processing; *Occupational Information; Policy Formation
IDENTIFIERS- Accuracy; *Data Administration; Information Management; *Northern Arizona University

Data administration (DA) is a position that has emerged with the growth of information technologies. A review of DA literature confirms that, although DA is widely associated with database management systems (DBMS), there is no standard DA job description, DA staffing and location within the organization vary, and DA functions range in description from highly technical to highly administrative. The Data Administration Office at Northern Arizona University (NAU) provides an example of the evolution of DA. Established subsequent to the university's conversion to a new computer system in the fall of 1984, the office began as a one-person operation concerned primarily with data integrity and policy development. Now its activities include the documentation and standardization of procedures, policy development, and logical database design. Based on the NAU case study, it is possible to make generalized observations concerning the creation of DA subsequent to system installation; the bearing of organizational structure and politics on DA; public-sector commitment to data as a centralized resource; the relationship of data accountability to accuracy; successful DBMS implementation; and potential increases in DBMS data integrity problems. Sixteen references are provided, and draft copies of NAU Computer and Data-Related Policies and the NAU Data Access and Use Agreement are appended. (KM)

ED 289 606
PS 017 040

Jackson, Cynthia L.; And Others
Developmental Kindergarten and Its Benefits.
PUB DATE- Nov 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (Jacksonville, FL, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Programs; *Educational Objectives; Guidelines; *Individual Development; *Kindergarten; *Outcomes of Education; Pilot Projects; Primary Education; Program Development; *Program Implementation

Intended for school personnel, this report contains the findings and results of a pilot developmental kindergarten program in a Duval County, Florida school district that traditionally emphasized an academic kindergarten program. The report provides the baseline data that was the impetus for implementing the developmental program, the objectives of the program and how they were met, and the quantitative and qualitative results of the program. The staff found an unusually high number of students--among the 200 children tested--who scored low on the basic skills areas of language development, auditory perception and memory, motor skills, and visual perception, on the Santa Clara Assessment Test. However, the first year of the pilot program was considered successful for two reasons: (1) teachers' knowledge of child development made them better able to distinguish between normal maturation and behavior, and learning disabilities; and (2) each child engaged in activities at complexity levels they could manage while remaining able to meet the county's expectations for skills acquisition. Concluding remarks offer suggestions for program implementation. (RH)

ED 289 637
RC 015 045

Analysis of Navajo Education Authority.
Kahn & Kahn, Washington, DC.
SPONS. AGENCY- Navajo Tribe, Window Rock, Ariz. Div. of Education.
PUB DATE- 14 Sep 81
NOTE- 120p.
CONTRACT- 161742
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *American Indian Education; Bilingualism; Boards of Education; Community Colleges; *Educational Administration; Educational Policy; Educational Research; Elementary Secondary Education; Enrollment; Federal Government; *Federal Indian Relationship; *Government Role; *Legal Responsibility; Local Government; Position Papers; Postsecondary Education; *Power Structure; Public Schools; Tribal Sovereignty
IDENTIFIERS- Arizona; Bureau of Indian Affairs; *Navajo (Nation); Navajo Community College AZ; New Mexico; Utah

The legislative authority for Navajo education is examined in this two-part report, designed to help the Navajo people attain meaningful control of the education of their youth, with the continued appropriate involvement of the federal and state governments. Part 1 summarizes the key provisions of the relevant sources of legal authority which govern Navajo education. The legal status of the Navajo Tribe is described with regard to tribal sovereignty, tribal government and relationship with the federal government, and a detailed compendium of federal (16 sources), Navajo (8 sources), and state law regarding education is presented. Part 2 assesses the educational powers and duties of the United States, the states of Arizona, New Mexico and Utah; and the Navajo Tribe. The roles of each are examined in the context of the three types of schools on the reservation, i.e., state public schools, Bureau of Indian Affairs schools and "contract" schools. Existing obstacles to and opportunities for expanded tribal authority (pertaining to education standards, enrollment, and bilingualism) are discussed. An institutional arrangement for consideration as the formal mechanism for operating a unified Navajo-controlled educational system is suggested. Footnotes are included, and statutes, regulations, and resolutions are appended. (JMM)

ED 289 693
SE 048 778

Lichtenheld, Peter James
Descriptive Study of a Prescription Learning Basic Mathematics Skills Multi-Media Lab in an Elementary School Setting.
PUB DATE- May 87
NOTE- 120p.; Requirements for the degree of Master of Arts, University of Texas, Austin.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Attitude Measures; *Computer Assisted Instruction; Computer Oriented Programs; Computer Uses in Education; Educational Media; Educational Technology; *Elementary School Mathematics; Intermediate Grades; *Learning Laboratories; *Manipulative Materials; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Teacher Attitudes
IDENTIFIERS- *Mathematics Education Research

This report describes a Prescription Learning Company basic mathematics multi-media laboratory at an elementary school in Austin, Texas. Research assumptions that the Prescription Learning approach makes are explored and reviewed. A sample of 12 fifth grade students participated in attitude and achievement results of the laboratory. Twenty-four teachers also participated in an attitude study. Findings suggest that the Prescription Learning laboratory seems to have a positive effect on achievement, and both students and teachers have positive attitudes toward the laboratory. Recommendations for changes in the laboratory are presented. (Author/PK)

ED 289 372
FL 017 086

Ghid Pentru Stabilirea Romanilor in Statele Unite = Resettlement Guide, Romanian. A Guide for Refugees Resettling in the United States.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- [87]
NOTE- 97p.; For related documents, see FL 017 083-085.
LANGUAGE- Romanian
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); Compensation (Remuneration); Cultural Context; *Daily Living Skills; *Employment; Interpersonal Communication; *Land Settlement; Occupational Mobility; Public Education; *Refugees; *Social Services; Social Values; Sociocultural Patterns; Voluntary Agencies
IDENTIFIERS- *Rumanians

The resettlement guide, in Romanian, describes the initial stage of resettlement and the processes that refugees undergo as new arrivals. The information is intended to prepare refugees for the first few weeks in an American community and to explain fundamental aspects of American life. An initial chapter outlines issues and procedures in pre-arrival arrangements, resettlement, and legal status and explains some common refugee misconceptions about their reception and status in the United States. Subsequent chapters describe aspects of employment in the United States (employment and benefit types, pay, getting a job, and job mobility), income and expenditures (budgeting, shopping, and banking services), education systems for children and adults, the American social, political, and religious system (including social services, the health care system, government and law, religion in American life, and church sponsorship), and daily living (personal communication, papers to carry, cars, alcohol, privacy, punctuality, personal habits, social conventions, money matters, and weights and measures). Notes on American holidays and special days and a list of voluntary agencies are contained in final chapters. (MSE)

ED 289 387
HE 020 700

Cheek, Jimmy G.; Beeman, Carl E.
A Faculty Short Course on Improving College Teaching at Escuela Agricola Panamericana, Tegucigalpa, Honduras, Central America.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of International Agricultural Education (Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; Consultation Programs; *Faculty Development; Foreign Countries; Higher Education; *Instructional Improvement; *International Educational Exchange; Program Evaluation; Teacher Effectiveness; *Teacher Workshops
IDENTIFIERS- *Escuela Agricola Panamericana (Honduras); *Honduras; University of Florida

A short course on improving college teaching at Escuela Agricola Panamericana (EAP), in Tegucigalpa, Honduras, is discussed. Two University of Florida college faculty members were engaged by the United States Information Agency to conduct the 2-week course for EAP college faculty. Course objectives included: identifying the role of the teacher and major learning principles, describing a procedure for developing college courses and lesson plans, selecting and using a variety of teaching methods, developing and using visual aids, and developing tests. The workshop began on September 8, 1986 with a 2-hour general session. Weekday morning seminar sessions were conducted in English and night sessions were translated into Spanish. Twenty-four faculty from EAP completed the course, and several other faculty attended one or more sessions. The U.S. faculty members also consulted with staff regarding current educational programs and possible revisions. Information is provided on workshop textbooks, the course schedule, and topics and reading assignments. Workshop evaluation questions and the results are also presented. Major accomplishments of the activity are specified, along with recommendations for the future. (SW)

ED 289 417
HE 020 978

Agreement between Rutgers the State University of New Jersey and Rutgers Council of American Association of University Professors Chapters, July 1, 1986-June 30, 1989.

American Association of Univ. Professors, Washington, D.C.; Rutgers, The State Univ., New Brunswick, N.J.
PUB DATE- 1 Jul 86
NOTE- 97p.; Not available in paper copy due to small print of original.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Academic Rank (Professional); Access to Information; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Day Care; *Employment Practices; Equal Opportunities (Jobs); Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; Pregnancy; Safety; *State Universities; Teacher Employment Benefits; Teacher Promotion; Teacher Salaries; Teaching Assistants; Tenure; Unions
IDENTIFIERS- Dues Checkoff; National Education Association; *NEA Contracts; *Rutgers the State University NJ

The collective bargaining agreement between Rutgers and the Rutgers Council of the American Association of University Professors (AAUP) chapters is presented, covering the period from July 1, 1986 through June 30, 1989. Topics include the following: purpose; academic freedom; recognition; nondiscrimination; deduction of professional dues; registration fee; designation of AAUP representatives and their privileges; salary provisions; grievance procedure; faculty personnel grievance procedure; teaching assistant/graduate assistant personnel grievance procedure; promotion and reappointment packet; faculty reappointment/promotion; professional duties; infant care leave and disability resulting from pregnancy; leave of absence without pay; personnel files; miscellaneous; health and safety; university procedures; conditions of employment; out-of-cycle salary adjustments; notice of change of promotional criteria and standards; and term of agreement. Appendices include a list of academic titles covered by the AAUP agreement and academic salary schedules for 1986-87, 1987-88, and 1988-89. (LB)

ED 289 431
HE 021 019

Bain, Greg, Comp.
Evaluating Teaching: Purposes, Methods, and Policies.
Washington Univ., Seattle. Center for Instructional Development and Research.
PUB DATE- 82
NOTE- 66p.; Prepared by the Committee on the Evaluation and Improvement of Teaching and the Instructional and Faculty Development Board. Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Evaluation Utilization; *Faculty Evaluation; Graduate Students; Guidelines; Higher Education; *Instructional Improvement; *Peer Evaluation; Personnel Policy; Rating Scales; *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Teacher Effectiveness; Teaching Assistants
IDENTIFIERS- *Teaching Assistant Training Project; *University of Washington

A guide to the evaluation and improvement of teaching was developed by the University of Washington Committee on the Evaluation and Improvement of Teaching and the university's Instructional and Faculty Development Board. The handbook contains questions and problems that departments are likely to confront in designing an evaluation program appropriate to their own needs. Results of a survey of research related to these questions indicate the most pressing issues and the most workable solutions. Successful programs used at the University of Washington and comparable institutions are also described. Of concern are the purposes of an evaluation; the elements of teaching that should be evaluated; appropriate sources of information; ways to collect, analyze, and use information; provisions for the improvement of teaching; and the suitability of written guidelines for faculty. The following evaluation modes for the improvement of teaching are considered: student ratings, self-assessment, colleague evaluation, and committee evaluation. Evaluations for student use and for personnel and administrative use are also covered. A statement of the university's personnel policies and sample guidelines and assessment forms for student ratings, self-assessment, colleague evaluation, and committee evaluation are all included in three appendixes amounting to three-quarters of the document. (SW)

ED 289 445
HE 021 049

Page, Jane A.; Page, Fred M., Jr.
Collegiate Instruction: Some Differences among Faculty Members Based on Rank, Years of Experience, and School Affiliation.
PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Rank (Professional); Classroom Techniques;

*College Faculty; *College Instruction; College Programs; Comparative Analysis; *Departments; Higher Education; Specialization; Teacher Attitudes; Teacher Characteristics; *Teaching Experience; *Teaching Methods

The frequency of various teaching strategies used by 144 college faculty were investigated, along with faculty perceptions concerning the importance of selected teaching variables. Differences in perceptions of faculty who differ in rank, teaching experience, and school affiliation within the institution's organizational plan were also assessed. Nine instructional methods were rated to determine extent of utilization: audiovisual instruction, computer-assisted instruction, demonstration, individualized instruction, lecture, open discussion, small group instruction, student-centered activity, and teacher-directed discussion. Findings include: small group instruction was used significantly more by associate professors than by assistant professors; the lecture method was used significantly more by individuals with 5 or fewer years of experience; individualized instruction was used significantly more by arts and sciences faculty than by business faculty; clarity was viewed as a significantly less important variable by faculty with more than 20 years experience; and the variable of structuring comments was viewed as significantly more important by faculty with 5 or fewer years of experience. (SW)

ED 289 472
IR 012 938

Latham, Glen; Stoddard, Charles G.
Time on Task Analysis of the Logan High School Wandah Project. Final Report.
Wasatch Inst. for Research and Evaluation, Logan, UT.

PUB DATE- Mar 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Classroom Observation Techniques; Comparative Analysis; *Computer Assisted Instruction; *Conventional Instruction; *English Instruction; Evaluation Methods; High Schools; *Intermode Differences; Statistical Significance; *Time on Task

Part of an overall evaluation study of the WANDAH Project at Logan High School (Utah), this study compared the time on task of students in a computer-based English class in two conditions, the handwriting condition (any situation in which they were not involved with computers) and the computer condition. Observational techniques were used to code data under specified timed structures and the results of the six observation periods were analyzed statistically to determine any significant differences. It was found that: (1) students in the computer condition were more often on task (95.1% of the time) than in the handwriting condition (58% of the time); (2) teachers tended to be more involved with students who were using computers; and (3) time on task was affected by the computer location, traffic patterns in the computer writing laboratory, and line of sight from students to teachers. Recommendations for future studies conclude the report and the results of the statistical analysis are displayed in a graph. (RP)

ED 289 532
JC 870 445

Singer, Elizabeth
Competency-Based Adult Education: Florida Model.
Brevard Community Coll., Cocoa, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 87
NOTE- 75p.; For related documents, see ED 257 972, ED 270 165, ED 270 166, JC 870 444, and JC 870 448.
AVAILABLE FROM- Dean, Adult/Community Education, Brevard Community College, Open Campus, 1519 Clearlake Road, Cocoa, FL 32922 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Education; *Classroom Techniques; Community Colleges; Community Education; *Competency Based Education; *High School Equivalency Programs; Individual Instruction; Instructional Materials; Program Guides; *Teacher Education; Testing; Two Year Colleges

This compilation of program materials serves as an introduction to Florida's Brevard Community College's (BCC's) Competency-Based Adult High School Completion Project, a multi-year project designed to teach adult administrators, counselors, and teachers how to organize and implement a competency-based adult education (CBAE) program; to critique and disseminate locally developed CBAE curricula for high school completion based on state curriculum frameworks and performance standards; and to develop and instruct teachers in the use of a training manual for CBAE classroom management. The compilation includes the following: (1) program objectives for levels I (grades 0-4.9) and II (grades 5-8); (2) instructions for teachers on using the Level II learning guides effectively; (3) an outline of the student progression plan for Level II; (4) a blank CBAE competency mastery chart; (5) informational materials designed to clarify the relationship between community colleges and the CBAE High School Curriculum Project; (6) a list of exemplary programs at BCC; (7) sample sections focusing on common illnesses from a health course student learning guide and sections on notation from a mathematics learning guide; and (8) the Florida State Department of Education's "Adult Education Program Course Standards: Adult Basic Education." (AYC)

ED 289 546
JC 880 001

Twining, Kathleen A.; Twining, James E.

Perceived Needs of Decided and Undecided Two-Year Community College Students.

Community Coll. of Rhode Island, Warwick.
PUB DATE- 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Needs; Enrollment Influences; *Majors (Students); *Student Attitudes; Student Characteristics; *Student Educational Objectives; *Student Needs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Undecided Students

In 1985-86, a study was conducted at the Community College of Rhode Island (CCRI) to determine the differences between the perceived needs of students who had decided on a program of study and students who were undecided about their major. A stratified, random sample of 400 CCRI students received a 54-item questionnaire which examined academic, personal, and social needs; events which influenced college attendance; and specific reasons for pursuing an education. Study findings, based on a 61% response rate, included the following: (1) few significant demographic differences were found between decided and undecided students, though the undecided population was more likely to be female, married or divorced, working more hours per week, and to have a nontraditional high school diploma than the decided population; (2) undecided students were significantly older than decided students; (3) decided and undecided groups gave similar reasons for pursuing an education, with the most frequently offered reasons being "to become better educated," "to meet the educational requirements for my chosen career," and "to increase my earning power"; (4) the five highest ranked needs were "to develop more effective study skills," "to feel more relaxed when speaking before groups," "to learn to concentrate better," "to gain more confidence in myself," and "to learn how to deal better with stress"; and (5) 42% of the undecided group and 31% of the decided group expressed a need for help in choosing a career/academic major. (UCM)

ED 289 575
JC 880 044

Drea, John T.; Armistead, L. Pendleton
Serving Distant Learners through Instructional Technologies.
John Wood Community Coll., Quincy, Ill.
PUB DATE- Jan 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Community Colleges; *Computer Oriented Programs; *Delivery Systems; *Distance Education; *Educational Technology; Individualized Instruction; Noncampus Colleges; *Rural Education; *Telecourses; Two Year Colleges

John Wood Community College (JWCC) serves a district population of approximately 90,000 in a predominantly rural section of west-central Illinois. In an effort to address the needs of the rural long-distance learner, JWCC has implemented a variety of instructional delivery techniques. Since its inception, JWCC has contracted with other area colleges and proprietary schools to provide education to JWCC students. JWCC students attend class with "native" students of contracting institutions, yet pay the low tuition and fees of JWCC. This allows JWCC to access quality instruction without duplication of facilities and manpower. A second innovative delivery method is represented by JWCC's developed Open Learning Centers, which feature open-entry/open-exit courses taught with a mastery learning design. The centers utilize media-based materials (audio and video taped materials and computer-assisted instruction) to individualize instruction in a wide range of courses for over 1,400 students each year. In addition to existing programs, JWCC is making plans to: (1) deliver college courses to rural communities via the computer, modems, and telephone lines; (2) promote the use of new computer-aided design/computer-aided manufacturing (CAD/CAM) technology by local industries by introducing a CAD/CAM lab at a local business incubator; and (3) expand its use of a regional educational television network, which offers recorded telecourses that can be received in the home via cable television and an interactive televised microwave network which allows two-way communication between network sites. (UCM)

PS

ED 289 590
PS 017 019

Van Blerkom, Malcolm L.

A Longitudinal Study of the Development of Dichhaptic Lateralization.

PUB DATE- Apr 86
NOTE- 10p.; Poster presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Elementary School Students; Elementary Secondary Education; Followup Studies; High School Students; *Lateral Dominance; *Perceptual Development; *Sex Differences
IDENTIFIERS- *Developmental Patterns; Harris Test of Lateral Dominance

A follow-up study was made of cross-sectional research on the development of dichhaptic lateralization. One hundred and eighty students in grades 3, 5, 7, 9, and 11 from two school districts were tested. Participants were 9 boys and 9 girls from each grade level for each district. Subjects were at least 90 percent right-handed, as determined by the unimanual tests from the Harris Test of Lateral Dominance, and were observed to use the right hand for writing. When subjects were first tested one year earlier, the mean age of subjects at each grade level was, respectively, 97, 121, 146, 170, and 192 months. During the treatment phase of the study, subjects sat in front of a wooden box, placed their hands into holes, manually explored two irregular wooden shapes with their fingers for three seconds, viewed a slide projecting a shape for three seconds, and indicated whether one of the shapes they had felt--and with which hand--was the one depicted on the screen. The experimental design included verbal and manual response conditions, with 40 trials for each condition. Overall, boys were more accurate than girls, and subjects displayed a left-hand advantage for nonlinguistic shapes on the manual task. Higher order interactions were found which suggested that lateralization develops with age. It is concluded that longitudinal studies will reveal developmental trends in lateralization and that changes in lateralization will be greatest during the early school years. (RH)

ED 289 622
PS 017 067

Schweinhart, Lawrence J., Ed.; Mazur, Elizabeth, Ed.
Prekindergarten Programs in Urban Schools. High/Scope Early Childhood Policy Papers No. 6.
Council of the Great City Schools, Washington, D.C.; High/Scope Educational Research Foundation, Ypsilanti, Mich.
REPORT NO.- ISBN-0-931114-41-1
PUB DATE- 87
NOTE- 33p.
AVAILABLE FROM- High/Scope Press, 600 North River Street, Ypsilanti, MI 48198 ($5.00; no shipping charge on pre-paid orders; add 10% for shipping on other orders.)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; Educational Quality; Financial Support; National Surveys; *Preschool Education; Program Evaluation; Program Length; Tables (Data); Teacher Certification; Teacher Student Ratio; *Urban Schools

A survey of early childhood programs in 38 large-city school districts in the Council of the Great City Schools is discussed in this report. The results reported are based on 28 responding school districts. The information on prekindergarten programs which is presented concerns: (1) enrollment and budgets; (2) types of programs; (3) funding; (4) length of program day; (5) policies regarding teacher qualifications and adult-child ratio; (6) the future of prekindergarten programs in urban schools; and (7) program evaluations. In addition, a statement concerning the potential benefits of good early childhood programs is included. (PCB)

ED 289 651
RC 016 513

MacCarter, Don L.; Oldham, Pat
Wildlife of New Mexico: A Coloring Book.
New Mexico State Dept. of Game and Fish, Santa Fe.
PUB DATE- 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animal Behavior; Animals; Childrens Literature; Conservation Education; Elementary Education; *Environmental Education; *Illustrations; Instructional Materials; Maps; *Outdoor Education; Paperback Books; Picture Books; *Wildlife

IDENTIFIERS- *Coloring Books; *New Mexico; Project WILD

This coloring book showing 31 of New Mexico's wild animals was prepared in conjunction with Project WILD, an environmental and conservation education program for elementary and secondary school students. Each page contains a large line drawing of a wild animal, a brief description of its habitat and behavior, and a range map that indicates the animal's current range within the state. The description of the vagrant shrew is typical of the verbal information provided: "One of the tiniest of all mammals, vagrant shrews live in marshes and meadows. They are fierce little creatures that feed almost nonstop on insects, worms and other small animals." Other animals included in the book are the ringtail, western bluebird, pinon jay, porcupine, abert's squirrel, sandhill crane, desert bighorn sheep, javelina, black bear, black-tailed prairie dog, roadrunner, horned lizard, pronghorn antelope, coyote, little brown bat, black-tailed rattlesnake, elk, raven, mountain lion, burrowing owl, black-tailed jack rabbit, red-tailed hawk, western meadowlark, collared lizard, pintail duck, spotted skunk, wild turkey, lesser prairie chicken, and swift and kit foxes. (JHZ)

ED 289 666
RC 016 533

Friesen, John W.
Teaching in the Native Outreach Program at the University of Calgary.
PUB DATE- Oct 86
NOTE- 23p.; Paper presented at the Mokakit Conference of the Indian Education Research Association (Winnipeg, Manitoba, Canada, October 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; *Canada Natives; College Students; *Extension Education; Foreign Countries; Higher Education; *Outreach Programs; Program Descriptions; Program Evaluation; *School Community Relationship; Student Personnel Services; *Student School Relationship
IDENTIFIERS- *University of Calgary (Canada)

In 1972 the University of Calgary began an outreach program involving students at the Stoney Indian Reservation at Morley, which is located 35 miles west of Calgary. Later, the program was expanded to include several other Indian reserves. In the fall of 1986, the university graduated the 100th Native student, many of whom had taken training in the outreach program. In addition, the Native Student Services resources available on campus which are part of the Native Centre have sustained many Native students and served to foster a very positive influence toward higher education in their home communities. This report provides a history of the outreach program's 15 years of operation, noting problems and poor decisions as well as accomplishments. The concluding section proposes essential indicators of program success including respect for Native values, philosophy of biculturalism, emphasis on all aspects of personal development, and acceptable academic standards. (JHZ)

ED 289 679
SE 048 764

Katahira, Jenifer
Literature and the Sea. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 80

NOTE- 89p.; Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Elementary School Science; Elementary Secondary Education; Environmental Education; Interdisciplinary Approach; *Language Arts; Marine Biology; *Marine Education; Oceanography; *Science Activities; Science and Society; Science Curriculum; Science Education; Science Instruction; *Secondary School Science; Water Resources
IDENTIFIERS- *Project ORCA; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This packet, designed for the junior high level, includes short stories, poems and excerpts from longer prose selections about the sea and a va-iety of student activities to accompany them. It is divided into six activities. Ideally, the students would progress from Activity 1 through Activity 6. However, each activity may be used separately. (TW)

ED 289 708
SE 048 793

Romberg, Thomas A., Ed.; Stewart, Deborah M., Ed.
The Monitoring of School Mathematics: Background Papers. Volume 1: The Monitoring Project and Mathematics Curriculum. Program Report 87-1.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Mar 87
NOTE- 224p.; For volumes 2 and 3, see SE 048 794-795.
GRANT- SPA-8550193
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- *Core Curriculum; Curriculum Development; Educational Change; *Elementary School Mathematics; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Needs Assessment; Policy Formation; *Research and Development Centers; *Secondary School Mathematics; Social Change

This document is one of three related volumes. They present the rationale, background, and framework for a comprehensive monitoring system being developed for the National Science Foundation. The system is being designed to gather information about the effects of national, state, and local policy actions designed to change the teaching and learning of mathematics in the schools of America. The papers included were produced by project staff, commissioned, or reprinted from previous works. Expert reviews and critiques of sets of papers are included. Volume 1 addresses the need for a monitoring center and the new world view of what is now considered fundamental for students to know about mathematics. Specifically, part 1 outlines the issues and concerns which need to be addressed in order to develop a reasonable monitoring system. Part 2 provides support and rationale for the notion that all students should learn more and somewhat different mathematics than is in the current curriculum. (PK)

ED 289 724
SE 048 809

Farmer, Mike
Science Projects--A Modular Approach. Third Edition.
PUB DATE- Sep 87
NOTE- 66p.; Pages contain small, broken type.
AVAILABLE FROM- Applied Educational Technology, P.O. Box 193, Tigerville, SC 29688 ($7.50 each, $5.00 each in lots of 20).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Assisted Instruction; Courseware; Data Analysis; *Elementary School Science; Elementary Secondary Education; Exhibits; *Science Activities; Science Education; Science Experiments; Science Fairs; Science Instruction; *Science Projects; *Scientific Research; *Secondary School Science; *Student Research

This document was designed to be used as a tool to assist students with research-oriented science projects. It provides a step-by-step approach to the development of such projects addressing: (1) selecting a research topic; (2) learning about the subject; (3) developing a specific purpose for the research; (4) planning the project; (5) initiating experiments; (6) analyzing data; (7) writing the final paper; (8) preparing an exhibit; and (9) entering a science competition. It includes a checklist focusing on the major steps in science research. The appendices contain some science project ideas, examples of project categories, a list of computer software that may be appropriate for certain student projects, and some criteria for judging science projects. (TW)

ED 289 561
JC 880 024

Kanter, Martha; McIntyre, Chuck
Evaluating Statewide Priorities.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jan 88

NOTE- 16p.; Discussed as Agenda Item 5 at a Meeting of the Board of Governors of the California Community Colleges (Redwood City, CA, January 21-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Accreditation (Institutions); College Role; Community Colleges; *Educational Assessment; *Educational Objectives; *Educational Trends; *Self Evaluation (Groups); *State Standards; Two Year Colleges
IDENTIFIERS- *California

In 1985, the Board of Governors of the California Community Colleges (BGCCC) and the Western Association Accrediting Commission (WAAC) authorized a process by which colleges are to evaluate their performance with respect to statewide priorities as they conduct accreditation self-studies. The self-evaluation is intended to assist the Chancellor's Office in determining how well the colleges as a system are performing with respect to certain broad priorities such as transfer education, vocational education, remediation, and access. Colleges undertaking accrediting self-studies during 1985-86 were the first to perform this evaluation, with 10 of 11 colleges able to complete the required reports. Among the issues identified or corroborated were recent decreases in student access; lack of information on vocational education; a continuing need to review certain aspects of transfer education despite generally good performance; wide variation in the policies and practices for evaluating programs and services; the need for more objective measures of student services; and apparently inadequate support to meet the increasing demand for remedial and basic skills education. This report on the statewide priorities study includes recommendations for further work, a memorandum of understanding between the BGCCC and WAAC, a list of statewide priorities, an enumeration of the analytical steps used in evaluating statewide priorities, and a comparison of the content of accrediting standards and statewide priorities. (EJV)

ED 289 359
FL 017 073

Papaefthymiou-Lytra, Sophia
Classroom Interactions: The L1 in the Foreign Language Classroom.
PUB DATE- 87
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Communication; *Classroom Techniques; Greek; Group Dynamics; Interaction; Learning Strategies; *Second Language Instruction; Second Language Learning; *Skill Development; Uncommonly Taught Languages
IDENTIFIERS- *Metalinguistics

Research indicates four sources for the use of the first language in the second language classroom. Environment and the learners cannot be easily controlled, but materials and teachers can. The goal of such control is to increase second language input primarily at the macro level for reading, listening, and speaking practice, thus speeding up the learning process and rate. Second language use to handle communication beyond the daily lesson's content gives learners and teachers opportunity for more interpersonal communication where meanings and differences of opinions must be negotiated in a way conforming to the conventions of the second language. The more the teachers and learners use the second language in classroom interaction as a joint activity, the better negotiators the learners are expected to become. Through practice, learners test their hypotheses about the foreign language in terms of the linguistic, sociolinguistic, pragmatic, and discoursal rules and conventions available in that language. There is a place for the first language in the second language classroom, for pedagogical reasons. It can be used as a learning strategy when other strategies have failed to facilitate comprehension and interpretation. However, excessive use at the expense of the second language reduces the learning rate and process. (MSE)

ED 289 458
IR 012 911

Blai, Boris, Jr.
Technology in Education.
PUB DATE- [86]
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Technology; Instructional Improvement;
*Instructional Innovation; *Learning Processes; *Teacher Role

Arguing that technology in education can free teachers to teach, this paper reviews the literature and discusses both the role of the teacher as a facilitator who uses judicious applications of educational technology to ensure that student learning is maximized, and the effects of various factors such as emotional problems and nutritional deficiencies on the degree of learning accomplished. Technological innovations for facilitating or enhancing learning and the role of the teacher are then discussed for each of five progressive stages in the learning process: (1) an information stage, in which research is carried out and data are collected; (2) an exploitation stage, which involves organization, criticism, and processing of data; (3) an assimilation stage, which consists of knowledge fixation; (4) a transfer stage, which consists of application of the acquired knowledge; and (5) an assessment stage in which the quality of learning is evaluated. Ten references are listed. (MES)

ED 289 487
IR 012 954

Ellington, Henry
A Guide to the Use of Individualised Learning Techniques. Teaching and Learning in Higher Education, 4.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 84
NOTE- 16p.; For related guides, see IR 012 951-955, IR 012 957.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audiovisual Aids; *Autoinstructional Aids; *Computer Assisted Instruction; Conventional Instruction; Distance Education; Foreign Countries; Independent Study; *Individualized Instruction; Open Education; Postsecondary Education; *Programed Instruction; Remedial Instruction; Student Projects; Study Guides
IDENTIFIERS- Keller Plan

This booklet is the second of three sequels to "A Guide to the Selection of Instructional Methods." Following a brief introduction, the characteristics, strengths, and weaknesses of five individualized learning techniques are examined: (1) directed study of material in textbooks; (2) study of specially-prepared hand-out notes or programmed texts; (3) self-instruction via audiovisual media; (4) computer-based learning; and (5) individual practical, studio, or project work. Contexts in which individualized learning can be used are then discussed, including its role in conventional "taught" courses, in personalized systems of instruction such as the Keller Plan, in flexible- and open-learning systems, in distance learning systems, and in equalization and remedial work. An annotated list of six items recommended for further reading is included. (MES)

ED 289 503
IR 012 970

Ellington, Henry
Student Assessment. Teaching and Learning in Higher Education, 20.
Scottish Central Institutions Committee for Educational Development.

SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 21p.; For related guides, see IR 012 971-74.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Criterion Referenced Tests; Foreign Countries; Higher Education; Norm Referenced Tests; *Student Evaluation; *Test Construction; *Test Format

Intended to provide a broad introduction to the subject of student assessment, this booklet begins by discussing the role of assessment in any systematic approach to course or curriculum design and explains the difference between assessment and evaluation. Four basic features of a good student assessment procedure are then discussed, i.e., validity, reliability, practicability, and fairness/usefulness. The differences between criterion-referenced assessment and norm-referenced assessment are also explained, and guidelines for constructing a test or other form of assessment are presented. The booklet concludes with discussions of five methods commonly used to carry out student assessment in terms of their design characteristics, functions, and strengths and weaknesses: (1) traditional extended writing tests; (2) objective tests; (3) practical tests; (4) unobtrusive assessment; and (5) self and peer assessment. An annotated list of three items recommended for further reading is included. (MES)

ED 289 638
RC 015 428

Navajo Tribal Education Policies. Approved November 14, 1984 [by the] Navajo Tribal Council.
Navajo Tribe, Window Rock, Ariz. Div. of Education.
PUB DATE- 84
NOTE- 36p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *American Indian Education; Attendance; Bilingualism; Boards of Education; Counseling Services; Cultural Education; Curriculum; *Educational Administration; Educational Facilities; *Educational Policy; Elementary Secondary Education; Gifted; Legal Responsibility; *Mission Statements; Navajo; Position Papers; *Students; Teacher Education; Transportation; *Tribal Sovereignty; Vocational Education
IDENTIFIERS- *Navajo (Nation); Navajo Tribal Education Committee; Substance Abuse

The comprehensive educational policies adopted and incorporated into law by the Navajo Tribal Council are contained in this booklet. These policies, adopted during a special session of the Navajo Tribal Council (November 13-16, 1984), are broad statements of the educational needs and aspirations of the Navajo people. The mission statement defines appropriate education as one that fosters: competency in all basic areas of academic and cognitive skills, English and Navajo language skills and knowledge of American and Navajo culture, Navajo and United States citizenship, self-discipline and a positive self-concept, preparation for lifetime responsibilities, and a positive attitude towards education. Sections outline the Tribe's responsibility and authority; the educational agency; school boards; parental involvement; Navajo and Indian preferences; educational standards and the curriculum (including Navajo language, culture and social studies); and professional training for educators. Program policies for special education and education of gifted, talented and highly motivated students, as well as student services (counseling, substance and alcohol abuse guidance programs, bus routes and transportation) are also included. School operations and facilities are addressed, along with post-secondary education (the Navajo Community College), adult and early childhood education programs, vocational and career education, and handicapped programs. Definitions of terms are appended. (JMM)

ED 289 694
SE 048 779

Sequential Mathematics Course III. Volume One. Staff Development Program 1986-1987.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-811-6
PUB DATE- 86
NOTE- 193p.; For related documents, see SE 048 780-781.
AVAILABLE FROM- Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Functions (Mathematics); Geometric Concepts; Geometry; *Inservice Teacher Education; Integrated Curriculum; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Secondary Education; *Secondary School Mathematics; *Staff Development; Statistics
IDENTIFIERS- New York City Board of Education; *New York State Regents Examinations

The Sequential Mathematics Sequence provides students with an integrated course of study, including lessons which interweave algebra, geometry, logic, probability, and mathematical systems. This handbook is designed to meet the needs of teachers who will be teaching Course III in the sequence. The handbook, for use with staff development programs, has seven main sections: (1) program scope and sequence; (2) comparison of sequential mathematics Course III and 11th year mathematics; (3) teaching functions; (4) teaching geometric transformations; (5) teaching probability and statistics; (6) teaching logarithmic, exponential and trigonometric functions; and (7) standards from rating regents examinations. (PK)

ED 289 344
FL 017 058

Stansfield, Charles W.; Kenyon, Dorry Mann
Issues and Answers in Extending the ACTFL Proficiency Guidelines to the Less Commonly Taught Languages.
Center for Applied Linguistics, Washington, D.C.
PUB DATE- Nov 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- African Languages; Arabic; Code Switching (Language); Diglossia; Educational Resources; Hindi; Indonesian; *Language Proficiency; Program Descriptions; Second Language Learning; *Second Languages; Sociocultural Patterns; *Standards; Teaching Guides; *Testing Problems; *Test Use; *Uncommonly Taught Languages
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines

A discussion of the use of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in teaching and testing less commonly taught languages (LCTL) describes a two-year project on that topic and looks at specific problems with four languages or language groups. The project was to familiarize LCTL teachers with the guidelines through a series of workshops, and to provide a forum for examining issues involved in adapting them for LCTL use. The languages discussed include: Arabic and the problem of diglossia, with separate standards for spoken and written language; Hindi and the issue of code-switching to and from English; Indonesian and the importance of sociolinguistic rules that are rigid and necessary to even basic proficiency in that language; and African languages and the problem of limited resources for instructional development in such a large and diverse language group. Much work remains to be done in extending the use of the guidelines beyond the commonly taught languages because of the issues not encountered in working with western languages. (MSE)

ED 289 373
FL 017 087

Chtatou, Mohamed, Ed.
Moroccan Arabic Technical Lessons for Rehab./Special Ed.
Peace Corps, Rabat (Morocco).
PUB DATE- Oct 84
NOTE- 110p.
LANGUAGE- Arabic
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arabic; Daily Living Skills; *Disabilities; Foreign Countries; Individual Instruction; *Languages for Special Purposes; *Rehabilitation; Second Language Instruction; *Special Education; Teaching Guides; Vocabulary Development; Voluntary Agencies
IDENTIFIERS- *Morocco; Peace Corps

The instructional materials in Moroccan Arabic are designed to meet the language needs of Peace Corps volunteers working in rehabilitation and special education in Morocco. The lessons are almost entirely in Arabic, and include vocabulary lists with both technical and everyday language pertaining to disabilities. Lesson topics include singing, the classroom, playing ball games, listening to music, discussing physical needs, playtime, art, the handicapped in Morocco, the beach, social situations, behavior change, children's growth, and the blind in Morocco. Lessons include text, vocabulary, questions for discussion, and proverbs. (MSE)

ED 289 388
HE 020 701

Cushman, Harold R.
Institution Building in Agricultural Education at the University of the South Pacific.
Cornell Univ., Ithaca, N.Y.; Hawaii Univ., Manoa.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C.
PUB DATE- 86
NOTE- 39p.; Paper presented at the Annual Meeting of the Association of International Agricultural Education (Chevy Chase, MD, April 24-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Education; Cooperative Programs; *Curriculum Development; *Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; Instructional Materials; International Educational Exchange; Program Development; *Regional Cooperation; *Teacher Education; *Technical Assistance
IDENTIFIERS- *University of the South Pacific (Fiji)

Insights gained in starting a teacher education program in agriculture at the Alafua (Western Samoa) campus of the University of the South Pacific (USP) are shared by a Cornell University faculty member who served as a technical assistant. The activity was part of the South Pacific Regional Agricultural Development Project, which was funded by the U.S. Agency for International Development. In addition to some vignettes covering the experience, the historical background of USP and the agricultural development project are traced. A summary is presented of progress in achieving the following program objectives between 1982 and 1986: further develop the curriculum for the Advanced Certificate in Teaching Agriculture (ACTA) Program; organize and conduct the agricultural education courses offered in the ACTA program; prepare instructional materials for use in vocational agricultural classes at public/private secondary schools; offer inservice training for employed agriculture teachers; implement staff development plans; and train instructors to teach technical staff of public/private agencies in the region. Suggestions for administrators and recommendations for future teacher education efforts are offered. Appendixes include an article by Cushman titled "Who Should We Send on Overseas Assignments" and a list of articles published in the "South Pacific Ag Teacher." (SW)

ED 289 446
HE 021 050

Guaranteed Student Loans: Analysis of Insurance Premiums Charged by Guaranty Agencies. Briefing Report to the Chairman, Subcommittee on Postsecondary Education, Committee on Education and Labor, House of Representatives.
Comptroller General of the U.S., Washington, D.C.
REPORT NO.- GAO-HRD-88-16BR
PUB DATE- 7 Oct 87
NOTE- 32p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00 each; 25% discount for 100 or more copies mailed to a single address).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Credit (Finance); *Financial Services; Higher Education; Income; *Interest (Finance); *Loan Repayment; Program Administration; Program Costs; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *Guaranty Agencies; Higher Education Assistance Foundation

The insurance premium rates that guaranty agencies charge student borrowers under the Guaranteed Student Loan program were analyzed by the U.S. General Accounting Office. The Higher Education Amendments of 1986 established a maximum rate (3% of the principal loan amount) that all agencies could charge student borrowers. Comparisons were made of the insurance rates charged by 17 guaranty agencies, including the Higher Education Assistance Foundation, the designated guarantor for five states and the District of Columbia. Data were obtained from the Department of Education, including financial reports submitted for fiscal year (FY) 1986. Using the agencies' financial reports, insurance rates were determined for FY 1986 and the insurance income they could have earned in 1986 were estimated if their July 1, 1987 rates had been in effect in that year. Estimations were also made of: the total income that the agencies could have earned in 1986 if they had charged the maximum rate of 3%, and the administrative cost subsidy these agencies receive from the Department of Education. Findings include: effective insurance rates ranged from 0.64% to 2.87%; 10 of the 17 agencies lowered their effective insurance rates as of July 1, 1987, while 7 increased their rates. (SW)

ED 289 473
IR 012 939

Kiteka, Sebastian F.
Using the Computer as a Telecommunications Device.
Indiana Univ., Bloomington. Vocational Education Services.
PUB DATE- Mar 87
NOTE- 21p.; For other guides in this series, see IR 012 940-941.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; Computer Terminals; Evaluation Criteria; Guidelines; *Microcomputers; *Modems; Selection; *Telecommunications

This guide describes the various hardware and software components needed for computer-to-computer communications in nontechnical language and provides guidelines for selecting an appropriate communications package for a microcomputer. Hardware components discussed include both internal and external modems and the advantages and disadvantages of each type; the various features of modems that should be considered by a potential purchaser, including baud rate, auto dial/auto answer, synchronous and asynchronous operation, auditory/visual monitoring, buffer, and intelligence; dumb and smart terminals and their capacities; and the microcomputer as a device for communications activities. Software features to be considered are also identified and explained, including configuration, baud rate, data bits, parity, online telephone directories and dialing, ease of use, downloading, and support for the "host" or auto-answer mode. A glossary of relevant computer terms is provided and 10 journal articles and one book are suggested for further reading. (RP)

ED 289 519
IR 052 234

Anderson, Deborah J., Ed.; Moore, John L., Ed.
Education Journals and Newsletters, 1987-88. Revised.
LINC Resources, Inc., Columbus, Ohio.
REPORT NO.- EJN-087
PUB DATE- 87
NOTE- 173p.
AVAILABLE FROM- LINC Resources, Inc., 91 Vine St., Pawtucket, RI 02861 ($20.00; diskette version--IBM or Apple, $25.00; diskette and paper copy combined, $35.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Early Childhood Education; *Education; Educational Media; Educational Technology; Instructional Materials; *Periodicals; Rehabilitation Programs; Special Education; Vocational Education

Compiled for educators, product developers, researchers, librarians, publishers, consultants, and others interested in the educational field, this directory lists 412 periodicals covering education and related topics such as special education, educational technologies, educational media and materials, early childhood development, rehabilitation services, and vocational training. The directory is not intended to be an exhaustive compilation of educational journals and newsletters, but rather is designed to be a comprehensive listing of the most influential education periodicals as well as those that LINC has found to be consistently useful and informative. Following a brief preface and an introduction to LINC, periodicals are listed in alphabetical order. Each entry includes (where provided by the publisher) the periodical name, publisher address and telephone number, a brief description of the editorial content, subscription information, and contact name. A subject index is also provided. (The directory is available on diskette for Apple and IBM microcmputers.) (Author/KM)

ED 289 547
JC 880 002

Brummel, Clete
Basic Science Training Program.
Lake Michigan Coll., Benton Harbor.
PUB DATE- 10 Aug 87
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anatomy; *Biology; *College Science; Community Colleges; Learning Modules; *Metric System; *Microscopes; *Study Skills; Test Wiseness; Time Management; Two Year Colleges; *Vocabulary Skills; Workshops

These six learning modules were developed for Lake Michigan College's Basic Science Training Program, a workshop to develop good study skills while reviewing basic science. The first module, which was designed to provide students with the necessary skills to study efficiently, covers the following topics: time management; an overview of a study method that focuses on the class syllabus, reading assignments, lecture note taking, textbook note taking, and self-quizing; laboratory work and tests; and suggestions for test preparation and test taking. The second module teaches students to derive the meaning of new words through their understanding of root words, prefixes, and suffixes. The third module teaches students about the basic metric units of length, volume, mass, and temperature, enabling them to perform quantitative measurements and estimates using the metric system. The fourth module imparts the knowledge and skill necessary for the proper use of the microscope, looking at the history, characteristics, and parts of the microscope and reviewing procedures for its use. In the fifth module, students become familiar with the levels of structure and complexity in the biological sciences (i.e., atom, molecule, organelle, cell, tissue, organ, organ system, and organism). The final module offers basic information on human anatomy, with particular focus on the human skeletal system. (EJV)

ED 289 607
PS 017 041

Hirsch, Elisabeth S.
Parent Attitude Change through Involvement: An Examination of the Dynamics That Can Facilitate Parent Growth in Preschool Settings.

PUB DATE- Jul 86
NOTE- 11p.; Paper presented at the World Organization for Early Childhood Education (O.M.E.P.) World Congress (18th, Jerusalem, Israel, July 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Rearing; Early Childhood Education; *Parent Attitudes; *Parent Education; *Parenting Skills; *Parent Participation; Parent Role; Parent School Relationship; *Social Support Groups

Educators need to find ways to help parents to reexamine their attitudes and practices in child rearing. Such help must first overcome obstacles to attitudinal growth. Obstacles include the possible wholesale acceptance of their own parents' methods, or, conversely, their wholesale rejection due to parents' efforts to be different. Another obstacle is the typical adult resistance to learning and change. Preschool personnel are in a strategic position to help parents in the examination of their present practices, so that they can arrive at new interaction patterns better suited to the development of their children and to the promotion of harmonious family life. Parents can be enabled to change if, first, they feel full acceptance, respect, and support from educators. Second, they should be encouraged to become involved in school activities and to join a parent discussion group. Within the framework provided by accepting professionals and supportive fellow parents it will become possible to accept the challenge to some current practices. Challenge and support can enable parents to take action, i.e. to try different ways and methods of handling children. Professionals and fellow parents can then discuss, encourage, and support such attempts. As a last step the professional should help parents to conceptualize their new insights by providing feedback. (Author)

ED 289 623
PS 017 068

Child Care in Federal Buildings: Twenty-First Report by the Committee on Government Operations. House of Representatives, 100th Congress, 1st Session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

REPORT NO.- House-R-100-333

PUB DATE- 2 Oct 87

NOTE- 23p.; Union Calendar No. 206.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Day Care Centers; Early Childhood Education; *Employer Supported Day Care; *Federal Programs; *Government Role; Politics of Education

The employment of over half the women in the United States with children under age 6 creates a need for quality day care that the General Services Administration (GSA) has tried to meet by encouraging the establishment of child care centers in federal buildings. Although free or reduced rent has been available, only ten such centers currently exist. A subcommittee of the Committee on Government Operations investigated this situation, and found that part of the problem lies in the GSA's passive attitude; in particular, that the GSA provides the service but gives little assistance in setting up centers. Other problems stem from negative attitudes of government agencies, such as Chicago's Social Security Administration, toward sponsoring child care facilities. In contrast, other agencies, like many branches of the Internal Revenue Service and the National Oceanic and Atmospheric Administration, readily set up day care centers when they determined the need was great. In light of these findings, the subcommittee recommended that the GSA: (1) actively encourage on-site day care centers by assigning officials to communicate and implement the day care policy; (2) rent more space to outside day care providers; (3) survey Federal workers about their child care needs; and (4) print a handbook to assist in establishing on-site day care. (Two appendixes contain the text of relevant legal statutes.) (SKC)

ED 289 652
RC 016 514

Larson, Edward R.; Reiter, Philip J.
What Every Citizen Should Know about Washington's Small Schools: Dropout and Graduation Rates.
Blue Mountain Small Schools Consortium, Waitsburg, WA.
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Dropout Rate; Educational Attainment; Elementary Secondary Education; *High School Graduates; *Rural Education; *School Holding Power; *Small Schools
IDENTIFIERS- *Blue Mountain Small Schools Consortium WA; *Washington

In 1982-83, the State of Washington's 299 public school districts (K-12) educated more than 738,000 students; over 70% of these school districts enrolled fewer than 2,000 students and 40% enrolled fewer than 500 students. The small school (fewer than 500 students) graduation rate of 92.6% was 10.6% higher than the statewide average of 82%. Nine school districts (Dayton, Dixie, Kahlotus, Pomeroy, Prescott, Star, Starbuck, Touchet, and Waitsburg) from the Eastern Washington counties of Columbia, Franklin, Garfield, and Walla Walla, which comprise the Blue Mountain Small Schools Consortium (BMSSC), had a 1983 graduation rate (98%) that was 16% higher than the statewide average. If Washington's graduation rate could have been increased to match that of BMSSC schools, 8,720 more students would have obtained a high school diploma. BMSSC's dropout rate for 1983 was 2.5% or 3.76% less than the statewide 6.26% dropout rate. If the state's dropout rate could have been reduced to the BMSSC rate, 8,746 students would have remained in school. (NEC)

ED 289 667
RC 016 534

Tamaoka, Katsuo
Congruence between Learning Styles of Cree, Dene and Metis Students, and Instructional Styles of Native and Non-Native Teachers.
PUB DATE- Oct 86
NOTE- 26p.; Paper presented at the Mokakit Conference of the Indian Education Research Association (Winnipeg, Manitoba, Canada, October 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; *Canada Natives; *Cognitive Style; Comparative Analysis; Foreign Countries; Secondary Education; Statistical Data; *Student Attitudes; Student Characteristics; *Teacher Attitudes; Teacher Characteristics; *Teaching Styles; Tribes
IDENTIFIERS- Canada; Canfield Learning Styles Inventory; Cree (Tribe); Dene (Nation); Metis (People); *Saskatchewan

To ascertain possible differences and similarities in learning styles of Cree, Dene (Chipewyan), and Metis students and the instructional styles of Native and non-Native teachers in northern Saskatchewan, Canfield's Instructional Styles Inventory was administered to 280 grade 7-9 students (81 Cree, 65 Dene, and 134 Metis) and 79 teachers (15 Native and 64 non-Native). Results showed significant differences on four scales of learning style, indicating Dene students were less negative towards a competitive learning situation; were least negative to learning through written material; and had less preference for learning by direct experience than Cree or Metis students. Findings also indicated non-Native teachers more strongly preferred to teach from logically and clearly organized materials than did Native teachers and Native teachers were more likely to encourage students to work independently. Although both Native and non-Native teachers were congruent on more than 65% of all instructional/learning components with all student groups, it was found that Native teachers were congruent with all student groups at a higher percentage and on a greater number of components than was true for non-Native teachers. (NEC)

ED 289 709
SE 048 794

Romberg, Thomas A., Ed.; Stewart, Deborah M., Ed.
The Monitoring of School Mathematics: Background Papers. Volume 2: Implications From Psychology; Outcomes of Instruction. Program Report 87-2.
Wisconsin Center for Education Research, Madison.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Mar 87
NOTE- 295p.; For related documents, see SE 048 793-795.
GRANT- SPA-8550193
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Abstract Reasoning; Attitude Measures; Curriculum Development; Educational Assessment; Educational Change; *Educational Psychology; *Elementary School Mathematics; Elementary Secondary Education; Learning Processes; *Learning Theories; Logical Thinking; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Tests; *Secondary School Mathematics

This document is the second of three related volumes. They present the rationale, background, and framework for a comprehensive monitoring system being developed for the National Science Foundation. The system is being designed to gather information about the effects of national, state, and local policy actions designed to change the teaching and learning of mathematics in the schools of America. The papers included were produced by project staff, commissioned, or reprinted from previous works. Expert reviews and critiques of sets of papers are included. In this volume the implications of psychology to the learning of mathematics is addressed, and the problems of assessing learning based on both the new mathematical fundamentals and knowledge of learning are examined. Part 1, related to implications from psychology, summarizes advances in cognitive psychology, research on intrinsic motivation, the role of intuition, as well as a synthesis of psychological research in relation to curriculum engineering. Part 2 begins to address the issue of determining a reasonable approach to assessing the outcomes of instruction in mathematics due to shifts in emphasis related to recent reforms. (PK)

ED 289 725
SE 048 810

Research Policies for the Social and Behavioral Sciences: Science Policy Study Background Report No. 6. Report Prepared by the Congressional Research Service Library of Congress, Transmitted to the Task Force on Science Policy. Committee on Science and Technology. U.S. House of Representatives. Nineth-Ninth Congress. Second Session.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- Sep 86
NOTE- 235p.; Serial U. Document contains small, light print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- *Behavioral Sciences; *College Science; Employment Patterns; *Federal Aid; Higher Education; *Public Policy; School Business Relationship; Science and Society; *Social Science Research; *Social Sciences
IDENTIFIERS- Congress 99th

This report summarizes a survey into the governance, use, and support of the behavioral and social sciences in the United States for the last 40 years. The document contains sections which deal with: (1) some major aspects in the history of the relationship between the federal government and the behavioral and social sciences; (2) major fields of behavioral and social sciences; (3) similarities and differences between basic and applied research in the behavioral and social sciences; (4) trends in federal support for the behavioral and social sciences (including a summary and synopsis of federal programs); (5) non-federal funding for behavioral and social science research; (6) studies of the relationships between the government and the behavioral and social sciences; (7) employment patterns and trends in the behavioral and social sciences; (8) examples of the application of behavioral and social research in commercial, administrative and technical settings; (9) issues in the utilization of behavioral and social science research in policymaking; (10) approaches to enhancing the utilization of behavioral and social research in policymaking; and (11) conclusions and implications for policy. (TW)

ED 289 404
HE 020 866

Tucker, Allan; Bryan, Robert A.
The Academic Dean: Dove, Dragon, and Diplomat.

REPORT NO.- ISBN-0-02-932691-5
PUB DATE- 88
NOTE- 194p.
AVAILABLE FROM- Macmillan Publishing Co., 866 Third Avenue, New York, NY 10022 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)

DESCRIPTORS- *Academic Deans; Administrator Evaluation; *Administrator Responsibility; *Administrator Role; Budgeting; *College Administration; College Faculty; College Presidents; College Students; Department Heads; Higher Education; *Instructional Leadership; Organizational Communication; Public Relations; School Community Relationship; Teacher Administrator Relationship

Written for deans in colleges and universities of all sizes and types, this book examines a number of management issues and provides advice on recognizing and solving problems that face academic administrators who have several departments or divisions under their jurisdiction. The book is divided into ten chapters: (1) The Perfect Dean; (2) Dividing the Budget among Academic Departments and Programs; (3) Department Chairpersons and the Dean; (4) Performance and Evaluation of Chairpersons through the Dean's Eyes; (5) Dealing with the Faculty; (6) Dealing with the Students; (7) Relations with Presidents, Provosts, Vice Presidents, and Other Deans; (8) Frustrations with Institutional Support Staff; (9) Interaction with the External Public: Alumni, Parents, Trustees, and Legislators; and (10) Epilogue: "How Am I Doing?" A bibliography and index are appended. (KM)

ED 289 418
HE 020 979

Agreement between Vermont State Colleges and Vermont State Colleges Faculty Federation, AFT, VFT, Local 3180, AFL-CIO.
American Federation of Teachers, Washington, D.C.; Vermont State Commission on Higher Education.

PUB DATE- 31 Aug 87
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Freedom; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Equal Opportunities (Jobs); Faculty Development; Faculty Evaluation; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; Records (Forms); *State Colleges; Teacher Dismissal; Teacher Placement; Teacher Promotion; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; *Vermont State Colleges

The collective bargaining agreement between Vermont State Colleges (VSC) and Vermont State Colleges Faculty Federation, an affiliate of the American Federation of Teachers (AFT), is presented that covers the period from September 1, 1986 through August 31, 1988. The following 48 articles are included: definitions, recognition, management rights, federation rights, federation officer rights, dues check off, academic freedom, anti-discrimination, no strike or lock out, outside employment, health and safety, notice of vacancy, transfer and classification, grievance procedure, arbitration, layoff, advising and registration procedure, faculty governance, faculty evaluation, appointment and reappointment, promotion, tenure, workload, personnel files, residual rights, salaries, salary schedule criteria, faculty development fund, professional travel funds, mileage reimbursement, insurance, continuation of fringe benefits, retirement, tuition benefits, jury duty, sick leave, bereavement and professional leave, unpaid leaves of absence, VSC Faculty Fellows, education aids, faculty facilities, academic regalia, agricultural products, academic calendar, printing and distribution of this agreement, separability, effect of agreement, and duration and renewal. Seven appendices cover VSC required minimum degrees, dues check off authorization, tuition remission agreement, absence report, promotion of tenured faculty, and computer programs for faculty staffing. (LB)

ED 289 432
HE 021 021

Hoffmann, Janet; Dunnington, David
Use of Exit Surveys at the University of Washington.
Washington Univ., Seattle. Center for Instructional Development and Research.
PUB DATE- [87]
NOTE- 27p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Programs; *Course Evaluation; *Departments; Employment Experience; Evaluation Utilization; Graduate Students; Graduation Requirements; Higher Education; Information Needs; *Job Placement; Material Development; *Questionnaires; Student Evaluation of Teacher Performance; Teaching Assistants
IDENTIFIERS- *Exit Surveys; *Teaching Assistant Training Project; University of Washington

The use of exit surveys at the University of Washington was investigated. Objectives were to identify (1) how many departments or programs employed department-generated exit surveys to gather information from graduating students, (2) the type of information collected and its use by departments, and (3) criteria for determining the usefulness of an exit survey for departmental needs. For the 123 responding departments and programs, 27 indicated that they use department-generated, as opposed to university-wide, exit surveys. The type of information requested by departments on their exit surveys included: student evaluation of courses or sequence of courses, student career placement information, student evaluation of instructor effectiveness, and verifying a student's completion of graduation requirements. Results of the survey suggest six steps for designing and implementing exit surveys: identifying the goals and needs for the desired information; electing or appointing an individual or committee to create the exit survey; designing and pilot testing the questionnaire, and administering the exit survey; and using the information from the exit survey. The departmental questionnaire and exit survey are appended. (SW)

ED 289 533
JC 870 448

Singer, Elizabeth
Competency-Based Adult Education Classroom Management Guide for Adult Basic Education Curriculum (Level II, 5-8).
Brevard Community Coll., Cocoa, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 86
NOTE- 75p.; For related documents, see ED 257 972, ED 270 165, ED 270 166, and JC 870 444-445.
AVAILABLE FROM- Dean, Adult/Community Education, Brevard Community College, Open Campus, 1519 Clearlake Road, Cocoa, FL 32922 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Attendance Records; *Classroom Techniques; Community Colleges; Community Education; *Competency Based Education; Individual Instruction; Program Guides; Recordkeeping; *Teacher Education; *Teaching Methods; Testing; Two Year Colleges

This Competency-Based Adult Basic Education (CBABE) Classroom Management Guide was developed to aid the Adult Basic Education (ABE) facilitator in implementing a model CBABE Level 5-8 curriculum. First, introductory material provides background on the CBABE project at Brevard Community College (Florida) and the rationale for the development of the training guide. Next, the guide explains the characteristics of CBABE and reasons for its use, presenting it as an efficient and effective response to the need for individualized instruction of adult learners, and a solution to the problems created by open entry/open exit programs. The next section explains how the CBABE materials prepared for the Florida Adult Basic Education Program are organized, including an overview of the learning guide format. Next, information on using the materials is provided, including a discussion of ways of adapting the materials to individual needs, management guidelines, a review of local options, and an outline of the recommended process for implementing the curriculum. The final section examines issues related to facilitator-student interactions. Appendices provide a sample CBABE Student Learning Guide, a Competency Mastery Chart, and CBABE Testing forms, student information sheets, a sample learning contract, and a Level 5-8 Student Progression Plan. A resource guide for CBABE Subject Areas is also included. (UCM)

ED 289 562
JC 880 025

Nussbaum, Thomas J.
Education Code Review.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jan 88
NOTE- 31p.; Discussed as Agenda Item 10 at a Meeting of the Board of Governors of the California Community Colleges (Redwood City, CA, January 21-22, 1988). Appendices printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Role; Community Colleges; Educational Change; *Educational Legislation; *Governance; *Governing Boards; Government Role; School District Autonomy; State Government; *State Legislation; *State School District Relationship; *Statewide Planning; Two Year Colleges

IDENTIFIERS- *California

Prepared to assist the Board of Governors of the California Community Colleges in their review of the recommendations in the Education Code Review, this report presents information on the evolution of the review project, including a specific discussion of the remaining processes for review and modification, and a summary of the major issues and recommendations emerging from the section-by-section review. Major issues discussed include: (1) shifting the governance arena; (2) assigning responsibilities and designating authority; (3) clarifying the role of county and local officials; (4) clarifying roles regarding the reorganization of district territory; (5) unburdening the management and control of district property; (6) implementing the Permissive Code, which permits the governing board of a community college district to initiate and carry on any program or activity that is not in conflict with the law or the purposes of the school districts; (7) specifying the mission of the community colleges; (8) determining the finance mechanism; (9) delineating the role of the legislature; and (10) reviewing statutes on the employment of personnel. Appendices provide the text of relevant legislation. (EJV)

ED 289 576
PS 016 428

Alternatives in Early Childhood Care and Education. Report of the Bernard van Leer Foundation, 1984-1985.
Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 86
NOTE- 87p.
AVAILABLE FROM- Bernard van Leer Foundation, P.O. Box 85905, 2508 CP The Hague, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; Developed Nations; Developing Nations; *Early Childhood Education; Financial Support; Foreign Countries; *International Programs; Minority Groups; Multicultural Education;

Program Descriptions; *Rural Education; *Urban Education

The Bernard van Leer Foundation is dedicated to early childhood education and care of socially and culturally disadvantaged children. Part one of this report from the Foundation includes a brief biography of the founder, an account of the Foundation's origins and development, and an introduction. In part two, a global review of program developments is followed by summaries of the more than 100 projects supported by the Foundation during 1984-1985, and a review of dissemination and information activities. Also included are six special reports which describe in detail the work and achievements of projects in Kenya, Malaysia, Israel, The Netherlands, Sweden, and Peru. Part three presents the Foundation's financial report and accounts for 1984 and 1985. The report is amply illustrated with black and white and color photographs and other graphics. (PCB)

ED 289 591
PS 017 021

Fisher, Rhoda Lee; Fisher, Seymour
Providing Reliable Information to Parents.
PUB DATE- 31 Aug 87
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Diffusion (Communication); Information Dissemination; Linking Agents; *Parent Education; *Professional Services; *Psychologists; *Research Utilization

It has been shown that providing meaningful information to parents helps them to make better child rearing decisions. Considerable literature indicates that parents will often alter their behavior when they see that improved relationships with their children result. Psychologists have an important role to play in communicating to the public that advice about certain child rearing practices is supported by findings of scientific studies, whereas certain widely accepted ideas about child rearing have proven to be untrue. Trained psychologists will be respected for helping parents who cannot interpret scientific validity. Psychologists who lead the way in presenting fundamental information to parents will increase the status of psychologists in general, as well as that of the field of psychology. (RH)

ED 289 680
SE 048 765

Pauls, John
Marine Biology Activities. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 80
NOTE- 106p.; Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Environmental Education; Interdisciplinary Approach; *Marine Biology; Marine Education; *Oceanography; *Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Water Resources
IDENTIFIERS- *Project ORCA; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, and a bibliography. This activity packet, designed for the junior high school through community college levels, introduces students to the major themes of marine biology. Through classroom, laboratory, and field trip activities, it is intended that students develop an understanding of structural adaptation, behavioral adaptation, zonation, and habitat. (TW)

ED 289 360
FL 017 074

McKeon, Denise
Different Types of ESL Programs. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 4p.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bilingual Education Programs; Demography; Elementary Secondary Education; *English (Second Language); Enrollment Rate; Immersion Programs; Intensive Language Courses; Limited English Speaking; *Program Design; Resource Allocation; *Second Language Programs; Staff Utilization; *Student Characteristics
IDENTIFIERS- *Content Area Teaching; *ERIC Digests

The organization of English as a second language (ESL) programs varies greatly, according to the student population, individual student characteristics, and district resources. They can be broadly categorized as either stand-alone ESL or ESL-plus. In general, stand-alone programs group limited-English-proficient (LEP) students together and instructs them in a manner similar to that used in foreign language classes. The program focus is primarily linguistic. ESL-plus programs may include a component of special instruction in and about English, but also provide content area instruction, in English or the first language. They generally occupy more or all of the instructional day. Stand-alone program types include pull-out programs, instruction during a regular class period, and a variation on the pull-out program bringing together students from a number of schools in a resource center. ESL-plus program types include bilingual education, structured immersion, sheltered English or content-based, and high-intensity language training programs. Choosing a program design for a given set of circumstances is complex, but the best program organization (1) is tailored to meet the students' linguistic, academic, and affective needs; (2) provides LEP students with the instruction necessary for progress through school at a rate similar to their native English-speaking peers; and (3) makes the best use of district and community resources. (MSE)

ED 289 374
FL 017 088

Critchfield, David Lawrence
A Field Guide for Continued Study of the Arabic Language in Yemen and Oman.
Peace Corps, Washington, D.C.
PUB DATE- 79
NOTE- 81p.
CONTRACT- 79-487-4136
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Arabic; Developing Nations; *Dialects; Dictionaries; Foreign Countries; Grammar; Homework; *Independent Study; Language Styles; *Learning Strategies; Notetaking; Oral Language; Reading Skills; Second Language Learning; Writing Skills
IDENTIFIERS- Oman; Peace Corps; Yemen

A set of materials for independent study of Arabic is designed for Peace Corps volunteers working in Oman and Yemen who have had Arabic language training but need additional skills. It establishes guidelines for independent study and working with a tutor, helps check language performance, and provides grammatical information for reference. The materials begin with a brief history of Arabic and a discussion of the language's different forms and dialects. Subsequent chapters address issues: (1) obtaining appropriate learning materials; (2) getting speaking and conversational practice; (3) taking notes and doing homework; (4) continuing study in reading and writing; (5) finding and working with a tutor; (6) the structural, phonological, and geographic differences in Arabic dialects; and (7) basic grammatical forms and structures. The text is in English with some Arabic examples. (MSE)

ED 289 459
IR 012 912

Webb, Michael B., Ed.
Technology Programs That Work.
Columbia Univ., New York, N.Y. Teachers College.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- Dec 84

NOTE- 73p.; National Diffusion Network Project. For descriptions of other NDN programs, see ED 266 134.
CONTRACT- OE-300-83-0253
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accounting; Adult Education; *Basic Skills; Career Education; *Computer Uses in Education; *Demonstration Programs; Economics; Educational Administration; Elementary Secondary Education; Mass Media; Program Descriptions; Special Education
IDENTIFIERS- *National Diffusion Network Programs

This directory contains descriptions of 44 National Diffusion Network (NDN) programs that have been validated by the Joint Dissemination Review Panel of the Department of Education and make use of technology. The programs are organized into three sections. Section I describes 11 Lighthouse Projects in the areas of administrative processes/management; computer literacy and programming; computer-assisted instruction (CAI) for teaching secondary math, reading and math for grades 3 through 8, basic skills, adult education, in-service teacher training, and accounting; development and test approaches to telecommunications; computer-managed instruction (CMI); occupational training; special education; and K-8 computer literacy education. Information given for each project includes a program description, the technology used, sources of available software, services provided, and a contact name for additional information. Sections II and III describe 24 NDN-funded developer demonstrator projects and nine unfunded validated projects in the areas of basic and computer literacy; basic skills; career education; occupational education; CMI; a computer-assisted diagnostic-prescriptive program for underachievers; use of amplification technology as an instructional technique; cash flow forecasting; mass media services; and economic education. Information provided for each project includes a program description, evidence of its effectiveness, implementation and financial requirements, and services available at each site. NDN State Facilitators are listed, and title, geographical, and ERIC descriptor indexes are provided. (DJR)

ED 289 488
IR 012 955

Ellington, Henry
A Guide to the Use of Group Learning Techniques. Teaching and Learning in Higher Education, 5.

Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 84
NOTE- 16p.; For related guides, see IR 012 951-954 and IR 012 958.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affective Objectives; *Class Activities; Cognitive Development; Communication Skills; *Discussion (Teaching Technique); *Educational Games; Foreign Countries; *Group Discussion; *Group Instruction; Interpersonal Competence; Postsecondary Education; Seminars; Simulation; *Teacher Role

This booklet is the third of three sequels to "A Guide to the Selection of Instructional Methods." Following a brief introduction, characteristics, strengths, and weaknesses of five group learning techniques are examined: (1) buzz sessions and similar small-group exercises; (2) class discussions, seminars, and tutorials; (3) participative exercises of the game/simulation/case study type; (4) mediated feedback/discussion sessions; and (5) group projects. Situations in which group learning can make a useful contribution to the educational process are then discussed. These include the use of group learning in teaching or developing higher cognitive objectives, problem-solving and decision-making skills, creative thinking, communication skills, interpersonal skills, and affective objectives. Finally, the role of the teacher in group learning is described. An annotated list of three references recommended for further reading is included. (MES)

ED 289 504

IR 012 971

Ellington, Henry
Objective Questions. Teaching and Learning in Higher Education, 21.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen
(Scotland).
PUB DATE- 87
NOTE- 18p.; For a related guide, see IR 012 970.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Information Analysis/State-of-the-Art
Materials (070)
DESCRIPTORS- Foreign Countries; Higher Education; *Instructional
Material Evaluation; *Objective Tests; *Questioning Techniques;
Scoring; *Test Construction; *Test Format; *Test Items

The first of three sequels to the booklet "Student Assessment," this booklet begins by describing and providing examples of four different forms that objective questions can take: (1) conventional multiple choice questions; (2) true/false questions; (3) assertion/reason items; and (4) matching items. Guidance is offered on how to decide which type of question to use in a given situation, and on how to write objective questions of different types. Methods for evaluating objective questions are then discussed, including evaluation by a colleague or validation panel and quantitative evaluation. Advice on how to mark objective questions concludes the booklet. Three general references and three subject-based references for teachers of chemistry, physics, and mathematics are recommended for further reading. (MES)

ED 289 695
SE 048 780

Sequential Mathematics Course III. Part 1. Pilot Edition.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-691-1
PUB DATE- 86
NOTE- 300p.; For related documents, see SE 048 779-781.
AVAILABLE FROM- Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201 ($10.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; *Critical Thinking; Curriculum Guides; Geometry; Integrated Curriculum; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Number Systems; *Problem Solving; Secondary Education; *Secondary School Mathematics; *State Standards; Trigonometry
IDENTIFIERS- *New York; New York City Board of Education

This document outlines part one of the third year course of the newly implemented New York State Mathematics Curriculum. The three-year Sequential Mathematics sequence designed by New York State is a move in the direction of fusing the formerly separate topics found in algebra, geometry, and intermediate algebra/trigonometry, and introducing timely topics which have been absent from the course of study. The guide is based upon the scope and sequence for Sequential Mathematics, Course III, part 1. It consists of plans for lessons, which should be considered suggestions rather than prescriptions. There is an abundance of application problems, provided as a resource for teachers. The activities emphasize problem solving skills, reasoning skills, and critical thinking. Though Course III is written with 11th grade students in mind, it is possible that some students may begin the material earlier or later, or complete it in less or more than 1 year. (PK)

ED 289 345
FL 017 059

Stansfield, Charles W., Ed.; Harman, Chip, Ed.
ACTFL Proficiency Guidelines for the Less Commonly Taught Languages. A Familiarization Project for the Development of Proficiency Guidelines for Less Commonly Taught Languages.
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.; Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 207p.
GRANT- G008540634
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- African Languages; Arabic; Bibliographies; Hindi; Indonesian; Information Sources; Interviews; Introductory Courses; *Language Proficiency; *Language Tests; Material Development; Oral Language; *Standards; *Testing Problems; *Test Use; *Uncommonly Taught Languages
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines

A collection of papers on the use of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for instruction and testing in less commonly taught languages includes: the 1986 ACTFL Proficiency Guidelines; "Testing Speaking Proficiency: The Oral Interview" (Pardee Lowe, Jr., Judith E. Liskin-Gasparro); a review of the Interagency Language Roundtable Oral Proficiency Interview (Pardee Lowe, Jr.); "Adapting the ACTFL/ETS Proficiency Guidelines to the Less Commonly Taught Languages" (Irene Thompson, Richard T. Thompson, and David Hiple); "Materials Development for the Proficiency-Oriented Classroom" (Jeannette D. Bragger); a "Topical Bibliography of Proficiency-Related Issues" (Vicki Galloway, Charles W. Stansfield, and Lynn E. Thompson); "Arabic Proficiency Guidelines" (Roger Allen); "A Model of Proficiency-Based Testing for Elementary Arabic" (R. J. Rumunny); "The Arabic Guidelines: Where Now?" (Roger Allen); "The Application of the ILR-ACTFL Test Guidelines to Indonesian" (John U. Wolff); "Some Preliminary Thoughts about Proficiency Guidelines in Hindi" (Vijay Gambhir); and "African Language Testing and ACTFL Team Testing" (David Dwyer, David Hiple). (MSE)

ED 289 389
HE 020 847

Hart, E. P.; And Others
A Comparison of the Academic Achievement of Saskatchewan High School Graduates Who Intended To Enter Selected Faculties at the University of Regina, 1982 and 1983.
Regina Univ. (Saskatchewan). Faculty of Education.
PUB DATE- Jun 85
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *College Applicants; *College Bound Students; Colleges; College Science; Comparative Analysis; *Education Majors; Engineering Education; Grade Point Average; Higher Education; *High School Graduates; Liberal Arts; Majors (Students); Scores; Sex Differences; *Student Characteristics
IDENTIFIERS- Saskatchewan; University of Regina SK

Conducted as part of a larger study, this study attempted to describe and compare academic achievement of students who intended to enter selected faculties (education, engineering, arts and sciences) of the University of Regina (Canada) in the fall of 1982 and 1983 and who graduated from Saskatchewan high schools. This group totaled 3,632 of whom 2,663 were accepted by the university. Data were collected on the following variables: birth date, gender, faculty year of entry, high school graduation date, high school location, grades in selected high school courses, and grade point average (GPA). For purposes of comparison, the population was divided by year of entry and by faculty selected. Results are presented in tabular and narrative form. It is concluded that students intending to enter the Faculty of Education demonstrated lower overall academic performance, based on high school grades. Although overall GPAs for the entire population were above average, the achievement of education applicants is lower than their college-bound peers. (KM)

ED 289 474
IR 012 940

Kiteka, Sebastian F.
An Exercise in Desktop Publishing: Using the "Newsroom."
Indiana Univ., Bloomington. Vocational Education Services.
PUB DATE- Apr 87
NOTE- 19p.; For other guides in this series, see IR 012 939-941.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Graphics; *Computer Software; *Electronic Publishing; English Instruction; Journalism Education; Layout (Publications); *Microcomputers; *Newsletters; School Publications; Secondary Education
IDENTIFIERS- *Apple II; *Desktop Publishing

This guide provides a description and step-by-step instructions for the use of "Newsroom," a desktop-publishing program for the Apple II series of microcomputers produced by Springboard Software Inc. Based on the 1984 version of the program, this two-hour exercise focuses on the design and production of a newsletter with text and graphics in a school environment. The user learns to create a banner, enter and edit text, and select and incorporate in the text clip art from the more than 600 graphics included in the package. Instructions are also provided for laying out and printing the newsletter. A glossary of newsletter and computer terms, a drawing of the main menu screen, samples of the clip art, a sample newsletter, and a list of the materials needed are included. (RP)

ED 289 520
IR 052 235

Evans, John; Park, Betsy
Information Retrieval Center: A Proposal for the Implementation of CD-ROM Database Technology at Memphis State University Libraries.
Memphis State Univ., Tenn. J. W. Brister Library.
PUB DATE- Sep 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Bibliographic Databases; Costs; Higher Education; Library Automation; *Library Equipment; Library Facilities; *Library Planning; Library Services; *Optical Data Disks; Program Proposals; *Reference Services; Specifications
IDENTIFIERS- *Memphis State University TN; *Workstations

This planning proposal recommends that Memphis State University Libraries make information on CD-ROM (compact disc--read only memory) available in the Reference Department by establishing an Information Retrieval Center (IRC). Following a brief introduction and statement of purpose, the library's databases, users, staffing, facilities, and equipment are discussed; three recommendations for the installation of CD-ROM stations are presented; and eight CD-ROM-format databases recommended for acquisition during the initial phase of IRC implementation are described, including annual subscription costs. Presented next are a consideration of database selection and workstation allocation which includes a table depicting workstation allocation and use, and a tabular presentation of workstation configurations which covers the quantity, description, and cost of workstation equipment, modems, furniture, and electrical power control equipment. Finally, site preparation specifications are presented for walls, electrical power, lighting, HVAC (heating, ventilating, and air conditioning), library computer system data cables, and telephone service. An illustration of a microcomputer power source and a library floor plan are included, and a 60-item bibliography is provided. (Author/KM)

ED 289 548
JC 880 004

Speer, Deborah
The Patient Interview. Nursing 120, Lesson Plan No. 1.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- Oct 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; *Communication Skills; Community Colleges; Instructional Materials; *Interpersonal Communication; *Interviews; Lesson Plans; *Nurses; *Nursing Education; *Patients; Teacher Developed Materials; Two Year Colleges
IDENTIFIERS- *Nurse Patient Relationship

Developed as part of a 120-hour nursing course, this lesson plan focuses on the patient interview, providing an overview of communication skills, nonverbal and verbal communication skills, and five basic categories of verbal response (i.e., evaluative, hostile, reassuring, probing, and understanding). The module is designed to teach students about different kinds of responses encountered during the patient interview and about kinds of nonverbal behavior to be avoided during the interview. The lesson plan begins with information on the course for which the plan was developed; equipment and audio-visual aids needed; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids needed for each step of the lesson. Course handouts, transparency masters, quiz, and teacher guidelines are included. (EJV)

ED 289 592
PS 017 022

Tanaka, Sachiyo
Effects of Other Attending on Young Children's Task Choices.

PUB DATE- Jul 87
NOTE- 12p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Difficulty Level; *Forced Choice Technique; Foreign Countries; *Peer Influence; *Performance Factors; *Social Influences; *Young Children
IDENTIFIERS- *Japan

Two experiments investigated causes of children's selection of easy tasks in task choice situations. Experiment 1 probed the effects of experimenter presence on task choices of 55 Japanese children ranging in age from 66 to 76 months, of whom 32 were boys and 23 were girls. A total of 30 subjects were assigned to an experimenter attending condition and 25 were assigned to an experimenter absent condition. In the task choice situation, children chose one of three puzzles differing in difficulty level from easy to hard. Findings indicated that young children chose an easy task in the experimenter present condition, and tasks which were other than easy in the experimenter absent condition. Experiment 2 investigated effects of the presence of friends on young children's task choices. Subjects were 25 children ranging in age from 70 to 81 months, of whom 15 were boys and 10 were girls. Stories about a personified rabbit's task choice in the presence and absence of friends were told to subjects in individual test sessions; subjects were asked which task they would choose if they were in the rabbit's situation. In both conditions, subjects chose moderate or difficult tasks. It is concluded that the influence of the presence of others on young children's task choice depends on who the others are. (RH)

ED 289 608
PS 017 042

Fogel, Richard L.
Prenatal Care. Statement before the Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Operations, House of Representatives.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/T-HRD-87-25
PUB DATE- 30 Sep 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Birth Weight; Comparative Analysis; *Incidence; *Medical Services; *Pregnancy; *Social Differences
IDENTIFIERS- *Access to Health Care; Medicaid; *Prenatal Care

The General Accounting Office interviewed 1,157 Medicaid recipients and uninsured women in 32 communities in 8 states to determine the timing and number of their prenatal care visits and the barriers they perceived as preventing them from obtaining care earlier or more often. According to the Institute of Medicine's Prenatal Care Index, about 63 percent of the women interviewed obtained insufficient prenatal care because they did not begin care within the first 3 months of their pregnancy or made eight or fewer visits for care. About 81 percent of a comparison group of women with private health insurance received adequate care. For the Medicaid and uninsured women, about 12.4 percent of the babies born were of low birth weight. Nationally, about 6.8 percent of births are of low weight. Three barriers to earlier and more frequent prenatal care predominated in virtually every demographic group of women: (1) lack of money to pay for care; (2) lack of transportation to the provider of care; and (3) unawareness of pregnancy. The importance of these and other barriers differed by community. Federal funds are available to assist states and communities in efforts to identify primary barriers, and develop and evaluate intervention programs. (RH)

ED 289 624
PS 017 070

Ishimine, Mitsuko
Development of Social Behavior in Four-Year-Old Children: Comparative Study Between the U.S. and Japan.
PUB DATE- 15 Jul 87
NOTE- 13p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Behavior Development; Comparative Analysis; Cross Cultural Studies; *Day Care; Distance; Foreign Countries; *Interpersonal Relationship; *Peer Relationship; Primary Education; *Social Behavior; *Young Children
IDENTIFIERS- Japan; United States

This study, which focused on the social behavior of 4-year-old children toward peers and adults, investigated relationships of 54 children in California and Japan who were observed for 20 minutes while they were playing in preschool or day care. All their behaviors during the first 30 seconds were observed and written down during the second 30 seconds, and behaviors related to peers and adults were classified according to psychological distance. Results indicated that: (1) the children played beside peers, joining psychologically into peer groups; (2) Japanese children exhibited more one-way behavior with no response, while American children exhibited more group behavior; (3) day care children exhibited more one-way behavior, whereas preschool children exhibited more sympathetic behavior; (4) there were few sex differences in interaction behavior; (5) Japanese children initiated more behavior toward adults, while adults initiated more interactions with the American children; (6) one-way behavior decreased with age for all children, although individual behavior remained high; and (7) American children related more freely to other children and were more advanced in relationship formation than were Japanese children. (Author/SKC)

ED 289 639
RC 016 319

Talbert, Elmer Gene; And Others
Forty Rural Schools: A Study of School Effectiveness.
SPONS. AGENCY- Tennessee Technological Univ., Cookeville. Rural Education Research and Service Consortium.
PUB DATE- 23 Apr 87
NOTE- 231p.; A research study presented at the Annual Meeting of the Rural Education Special Interest Group of the American Educational Research Association (Washington, DC, April 23, 1987). For related paper, see RC 016 542.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Curriculum Development; Differences; Educational Attitudes; Educational Environment; Elementary Schools; Elementary Secondary Education; High Schools; Middle Schools; *Regional Characteristics; Rural Education; *Rural Schools; School Community Relationship; *School Effectiveness; School Surveys; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Good Schools Project (Kappa Delta Pi); *Tennessee (Upper Cumberland)

A comparison of Middle Tennessee Rural (MTR) schools with the national sample of schools included in Kappa Delta Pi's Good Schools Project (GSP) focused on the areas of curriculum perspectives, goal attainment, classroom practices, interpersonal relations, commitment, discipline and safety, support services and facilities, and decision making. The study was based on responses to 2 separate survey instruments from 722 teachers and 3,846 students in 39 schools. Data analyses showed that MTR teachers and students reflected more traditional values with respect to education, indicated less support from the community and parents, perceived their schools as having fewer resources, had lower levels of commitment to education, and perceived their schools as attaining fewer of their goals than the GSP teachers and students. MTR teachers consistently perceived critical thinking skills as less important than did GSP teachers. MTR students perceived teachers as encouraging critical thinking less, using less variety in instruction, and placing more emphasis on the textbook. MTR teachers and students shared lower academic expectations than did GSP teachers and students. Administratively, MTR teachers perceived their schools to be more authoritarian with less involvement of teachers and students in decision making, planning, establishing rules and procedures, and evaluating school programs. (Author/JHZ)

ED 289 653
RC 016 516

Stoessiger, Rex
Education and Rural Development. Item 14, Set Number Two.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Cooperation; Community Development; *Economic Development; Elementary Secondary Education; Foreign Countries; Politics of Education; Program Descriptions; Rural Areas; *Rural Development; *Rural Education; Rural Schools; *School Community Relationship; School Role
IDENTIFIERS- *Australia; Australia (Tasmania); *Education Economy Relationship; New Zealand

Concerned with the role of education in the development of rural areas, this report summarizes some of the major findings of the Australian Education and Local Development (ELD) projects combined with information collected from New Zealand rural areas during 1983. The five major studies contributing to the report are: (1) a case study of the Victoria Country Education Project; (2) the Western Australia ELD project which investigated education system policy and practices that would support local development in rural areas; (3) case studies of the Disadvantaged Country Areas Program and the School to Work Transition Program in the Riverina region of New South Wales; (4) contributions of the Tasmanian District High Schools to their local communities; and (5) a case study of the 1983 Westland Learning Festival held in New Zealand. Findings of these studies are used to discuss how education can lead directly to local economic development, give support to local economies, contribute to local political development, support local society and culture, and form partnerships for the provision of joint resources. (JHZ)

ED 289 668
RC 016 535

Lang, H. R.; Scarfe, D. R.
A Survey of Indian/Metis Teacher Education Programs: Peer Support.
PUB DATE- 18 Oct 86
NOTE- 23p.; Paper presented at the Mokakit Conference of the Indian Education Research Association (Winnipeg, Manitoba, Canada, October 18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alaska Natives; *American Indian Education; American Indians; Canada Natives; Delivery Systems; Foreign Countries; *Group Dynamics; Higher Education; *Peer Groups; Peer Relationship; Program Content; *Social Support Groups; *Teacher Education Programs; Teacher Role; Tribes
IDENTIFIERS- *Metis (People)

This study examined the nature of and events occurring in 10 Indian/Metis teacher education programs (9 Canadian, 1 Alaskan) which could contribute to the use or development of student peer group support. Information was sought about opportunity to interact as a program/class group, events which enhance Indian/Metis identity, program components intended to develop interpersonal or group skills, the role of faculty and program delivery mode in influencing development of the group as a support system, and other factors enhancing/limiting development of the group as support. A questionnaire was piloted and sent to 21 Indian/Metis teacher education programs believed to comprise the entirety of such programs north of the 49th parallel; usable returns were received from 10 programs. Questionnaire responses indicated the following practices may foster group support systems: off-campus program location, group counseling, social events, formal orientations, attendance at native conferences, seniors acting as mentors to junior students, provision for faculty/student interaction. Other conditions identified as facilitating group development including holding retreats, providing in-program workshops, having small classes, sharing common survival problems, having a high proportion of mature students, sharing cultural values and kinship bonds, and perceiving the program to be native controlled. Factors reported to limit group development included family responsibilities, distance between home and center, transportation availability, lack of funds, heavy course loads, and many diverse cultural groups of students. (NEC)

ED 289 710
SE 048 795

Romberg, Thomas A., Ed.; Stewart, Deborah M., Ed.
The Monitoring of School Mathematics: Background Papers. Volume 3: Teaching and Future Directions. Program Report 87-3.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Mar 87
NOTE- 159p.; For related documents, see SE 048 793-794.
GRANT- SPA-8550193
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Educational Environment; Educational Sociology; Educational Trends; *Elementary School Mathematics; Elementary Secondary Education; Futures (of Society); Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; *Secondary School Mathematics; *Teacher Attitudes; *Teaching Conditions; Teaching Methods; Teaching Models

This document is the third of three related volumes. They present the rationale, background, and framework for a comprehensive monitoring system being developed for the National Science Foundation. The system is being designed to gather information about the effects of national, state, and local policy actions designed to change the teaching and learning of mathematics in the schools of America. The papers included were produced by project staff, commissioned, or reprinted from previous works. Expert reviews and critiques of sets of papers are included. In this volume, papers are presented which address issues and concerns that grow out of the argument that the learning of mathematics happens in a social institution, the school, and that instruction is directed by an adult human, the teacher. The papers: (1) situate the mathematics reform movement in the social reality of schools; (2) examine the social myths surrounding the notions of curricular reform; and (3) consider teacher beliefs about professionalism and perceptions about mathematics. The final section summarizes the entire monograph, reflects on what has been said, and draws implications for future work. (PK)

ED 289 447
HE 021 051

Wechsler, Harold, Ed.
The Facts about AIDS. A Special NEA "Higher Education Advocate" Report.
National Education Association, Washington, D.C.
PUB DATE- 31 Aug 87
NOTE- 17p.
AVAILABLE FROM- National Education Association, 1201 16th Street, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; *Disease Control; Disease Incidence; *Health Education; Higher Education; *High Risk Persons; Preventive Medicine; *Public Health; Venereal Diseases

Information about Acquired Immune Deficiency Syndrome (AIDS) is presented to alert National Education Association educators to behaviors that place people at risk for AIDS. The material was prepared by the Public Health Service. Topics include: sexual transmission, transmission from injected blood, transmission during pregnancy, groups at greatest risk for AIDS infection, the geographic distribution of reported AIDS cases, whether AIDs is spread through casual contact, AIDS prevention, the risk for heterosexuals, how children get AIDs and whether they can contract it from friends or schoolmates, suggestions for persons at increased risk of AIDS infection, suggestions for persons with a positive antibody test, how AIDS compares with other sexually transmitted diseases, how education can help stop AIDS, symptoms of AIDS, the length of time after infection with the AIDS virus that AIDS can occur, AIDS diagnosis, a laboratory test that detects AIDS virus antibodies, AIDS risk and blood donation, AIDS treatment, the nature of the AIDS virus, organisms that cause AIDS, AIDS prevention and education programs, AIDS testing of students, admission of students with AIDS, and employees with AIDS. Books and videotapes about AIDS and AIDS hotlines are identified. (SW)

ED 289 577
PS 016 879

Kindergarten: Arkansas Public School Course Content Guide.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- [87]
NOTE- 16p.; For related documents, see PS 016 880-881.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Educational Objectives; Elementary School Curriculum; Guidelines; *Kindergarten; Primary Education; State Curriculum Guides; State Programs
IDENTIFIERS- *Arkansas

Guidelines are offered as a framework on which a kindergarten curriculum can be built. These guidelines include a list of desirable outcomes of an effective kindergarten program and instructional guidelines for learning activities in (1) art; (2) health, nutrition, and safety; (3) language arts; (4) music; (5) physical education; (6) science; and (7) social studies. The material provided in each subject matter area includes lists of basic and developmental skills, and abilities related to higher level objectives. (RH)

ED 289 681
SE 048 766

Pauls, John
Marine Biology Field Trip Sites. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 80
NOTE- 50p.; Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Environmental Education; Field Instruction; *Field Trips; Interdisciplinary Approach; Marine Biology; *Marine Education; *Oceanography; Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; Water Resources
IDENTIFIERS- *Project ORCA; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, and a bibliography. This guide provides teachers of all grade levels with the necessary information to select a beach field trip site in the Puget Sound region. A map and an inventory of facilities is given for each location. Checklists and sample letters are provided as models to aid the teacher in planning the field trip. (TW)

ED 289 726
SE 048 811

Issues in Peer Review of the Scientific Basis for Regulatory Decisions.
American Chemical Society, Washington, D.C.; Conservation Foundation, Washington, D.C.
PUB DATE- Nov 85
NOTE- 38p.
AVAILABLE FROM- American Chemical Society, 1155 16th St., NW, Washington, DC 20036 ($1.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decision Making; Environment; Federal Aid; Federal Government; *Federal Regulation; Higher Education; *Peer Evaluation; Peer Influence; *Public Policy; Research; *Science and Society; *Sciences

This document is intended to provide a discussion of the issues that need to be addressed in the development of peer review guidelines, the options for addressing the issues, and a range of views about such options. The document focuses on peer review with regard to regulatory decisions and contains major sections which deal with: (1) what should be peer reviewed; (2) how should peer review be conducted; and (3) the use of peer review results. The appendix describes the current peer review processes underway at the Consumer Product Safety Commission, the Environmental Protection Agency, the Food and Drug Administration, and the Occupational Safety and Health Administration. A list of suggested readings is also included. (TW)

ED 289 375
FL 017 089

Corum, Claudia W.; Kunene, E. C. L.
SiSwati Communication and Culture Handbook. Peace Corps Language Handbook Series.
Experiment in International Living, Putney, Vt.
SPONS. AGENCY- ACTION, Washington, D.C.
PUB DATE- 80
NOTE- 355p.
CONTRACT- 79-043-1034
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Activities; Classroom Communication; Communicative

Competence (Languages); *Cultural Context; Daily Living Skills; *Independent Study; Instructional Materials; *Intercultural Communication; *Interpersonal Communication; *Second Language Instruction; Self Evaluation (Individuals); *Siswati; Uncommonly Taught Languages
IDENTIFIERS- Peace Corps

The culture and communication handbook for siSwati is one of a series designed for Peace Corps volunteers using the language daily. It provides information about use of the language in everyday situations within the culture, focusing less on grammar than on appropriate communication in context. An introductory section suggests approaches and attitudes for the volunteer to adopt in learning the language, and encourages active learning. A second section outlines the design and purpose of the materials. Subsequent sections provide lessons on greetings, explaining one's own situation, classroom expressions, asking questions about people and things, food and drink, asking directions, numbers, time, counting, money, the food market, buying crafts, days of the week and months of the year, going places, visitors, weather, requests and borrowing, roasting meat, the custom of drinking tjwala, the herbalist, attending festivals, visiting a small homestead, getting sick, furnishing and describing a house, occupations, sports, colors, rural versus town life, apologizing, discussing the United States, small talk, family relationships, and game parks. Lessons include objectives, a dialogue in English and siSwati, cultural notes, class activities, grammar notes and references, vocabulary exercises, a supplementary text with notes and activities, and activities for self-evaluation. A glossary is appended. (MSE)

ED 289 405
HE 020 867

Hogarth, Charles P.
Quality Control in Higher Education.
PUB DATE- 87
NOTE- 145p.
AVAILABLE FROM- University Press of America, Inc., 4720 Boston Way, Lanham, MD 20706 (ISBN-0-8191-6174-8--$23.50 hardback, ISBN-0-8191-6175-6--$10.75 paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Accrediting Agencies; Administration; Alumni; Athletics; College Curriculum; College Faculty; College Libraries; College Planning; College Programs; Educational Counseling; Educational Finance; *Educational Quality; *Higher Education; Professional Personnel; *Quality Control

The status of quality control in U.S. higher education is discussed with an overview of the functions and structure of public and private colleges and universities. The book is divided into seven chapters: (1) outside controls (accrediting groups, governmental groups and other groups); (2) structure (board of control, president, organization); (3) finance and planning (money, accounting and budget; fund raising; and planning); (4) personnel (selection and performance, faculty, students, admission and financial aid); (5) program (curricula--undergraduate and graduate, teaching, research, and public service); (6) support services and activities (library, guidance, extracurricular activities, intercollegiate athletics, and auxiliary enterprises); and (7) other essentials (buildings and grounds, alumni/ae, public relations, standards and worth). A brief set of conclusions and a selected bibliography are appended. (KM)

ED 289 419
HE 020 980

Agreement between Board of Trustees of Michigan State University and Michigan State University Administrative-Professional Association, October 1, 1985, through September 30, 1988.

American Association of Univ. Professors, Washington, D.C.; Michigan State Univ., East Lansing.

PUB DATE- 1 Oct 85
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Insurance; Leaves of Absence; Personnel Policy; Reduction in Force; Released Time; *State Universities; Teacher Dismissal; Teacher Placement; Teacher Promotion; Teacher Salaries; Travel; Trustees; Unions; Veterans
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Michigan State University

The collective bargaining agreement between the Michigan State University Board of Trustees and the Michigan State Administrative-Professional Association, an affiliate of the American Association of University Professors (AAUP), is presented covering the period October 1, 1985, through September 30, 1988. The following 46 articles are covered: recognition; management's rights; management security; aid to other labor unions; association membership (dues, checkoff, compliance, revocation, etc.);

association rights, including release time and proportional benefits; employment status, including hours and benefits; probationary/trial period; seniority; settlement of disputes (time limits, back wages, reprimand, suspension, discharge, grievance, and special conferences); official personnel folders; performance evaluations; promotion/demotion; filling vacancies; classification and reclassification of positions; reduction in force; compensation programs; special provisions, including overtime; leaves of absence with and without pay; vacation pay; personal leave; holidays; sick leave; educational leave for veterans; maternity leave; flexible appointments; longevity pay; jury duty and military pay; funeral days; retiree/over 65 life insurance; accident insurance; dental program; life insurance; extended disability leave; long term disability; travel accident insurance; educational assistance; course fee courtesy program; retirement plan; health care coverage; scope and terms of agreement. An alphabetical index is included. (LB)

ED 289 433
HE 021 022

Nyquist, Jody D.; Wulff, Donald H.
The Training of Graduate Teaching Assistants at the University of Washington.
Washington Univ., Seattle. Center for Instructional Development and Research.
PUB DATE- Nov 86
NOTE- 21p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Graduate Students; Higher Education; Instructional Materials; *Program Design; Research Projects; School Orientation; *Staff Development; *Teaching Assistants; Videotape Recordings; *Workshops
IDENTIFIERS- *Teaching Assistant Training Project; *University of Washington

The design of a training program for Graduate Teaching Assistants (GTAs) at the University of Washington and its current implementation are described. Departmental training for GTAs is administered through the Center for Instructional Development and Research (CIDR). Training support provided by CIDR is based on a Train-the-Trainer model, which assumes that leaders/supervisors should play an active role in training their subordinates. A summer GTA training planning meeting for faculty GTA training coordinators and graduate student representatives demonstrates the use of the instructional lab and other tools, and facilitates small group discussions about training concerns of department members. Workshops are also conducted on a variety of topics, such as GTA orientation and instructional technology. Typical workshops that are included in TA orientation are described, and a timetable for planning GTA orientation activities is provided. Instructional materials for GTA training programs that have been developed by CIDR are also described, along with CIDR videotape facilities and services, TA training follow-up, consultation services, and CIDR research. (SW)

ED 289 475
IR 012 941

Kiteka, Sebastian F.
Hardware Selection: A Nontechnical Approach.
Indiana Univ., Bloomington. Vocational Education Services.
PUB DATE- May 87
NOTE- 23p.; For other guides in this series, see IR 012 939-940.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computer Printers; *Evaluation Criteria; Guidelines; *Microcomputers; *Screens (Displays); Selection
IDENTIFIERS- *Computer Selection

Presented in nontechnical language, this guide suggests criteria for the selection of three computer hardware essentials--a microcomputer, a monitor, and a printer. Factors to be considered in selecting the microcomputer are identified and discussed, including what the computer is to be used for, dealer support, software availability, modem access, add-on capability, the manufacturer, competing brands, and the speed, memory, and power capabilities of the central-processing unit. Key elements to consider when choosing a monitor, which is also called a cathode-ray-tube (crt) display unit, are also explained, including number of screen pixels, number of characters per screen, maximum number of colors, bandwidth, dot pitch, convergence, phosphor persistence, and provisions for prevention of glare from the screen. Various features of the major types of printers--dot matrix, daisy wheel, thimble, thermal, ink jet, and laser--are also discussed, including quality of characters, print pitch, proportional spacing, carriage width, speed, buffer, support, and cost. The importance of defining what the computer is be used for is emphasized, and the rapidity of new technological developments is noted. A glossary of computer terms is included as well as a list of 15 journal articles for further reading. (RP)

ED 289 489
IR 012 956

Ellington, Henry
Some Hints on How To Be an Effective Lecturer. Teaching and Learning in Higher Education, 6.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- [84]
NOTE- 17p.; For related guides, see IR 012 951 and IR 012 953.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Conventional Instruction; Foreign Countries; Guidelines; Higher Education; Instructional Effectiveness; *Lecture Method; *Teaching Skills

The art of lecturing is examined in detail and suggestions are offered on how to lecture in an effective manner. The first of two main sections deals with the preparation of lectures, offering guidance on such matters as determining the objectives, choosing the content, planning the structure, deciding on the method of delivery, and preparing supportive materials. The second section discusses lecturing technique per se and provides advice on orienting students at the start of a lecture, communicating effectively with students, holding students' attention, making sure that students obtain adequate notes, and ending a lecture. An annotated list of four references recommended for further reading is included. (MES)

ED 289 505
IR 012 972

Ellington, Henry
Short Answer Questions. Teaching and Learning in Higher Education, 22.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 14p.; For a related guide, see IR 012 970.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Foreign Countries; Higher Education; Instructional Material Evaluation; *Questioning Techniques; Scoring; *Test Construction; *Test Format; *Test Items
IDENTIFIERS- *Short Answer Tests

The second of three sequels to the booklet "Student Assessment," this booklet begins by describing and giving examples of three different forms that short-answer questions can take: (1) completion items; (2) unique-answer questions; and (3) open short-answer questions. Guidelines are then provided for deciding which type of question to use in a given situation, and the task of writing short-answer questions is broken down into three stages and described in detail. Methods for the evaluation of short-answer questions are also discussed, including evaluation by a colleague or validation panel and quantitative evaluation. Advice on how to mark short-answer questions concludes the booklet. Two general references and three subject-based references for teachers of chemistry, physics, and mathematics are listed. (MES)

ED 289 534
JC 870 486

Rinnander, Elizabeth; Spinelli, Maria-Lydia
The Limited English Speaking Program: Final Report.
Los Angeles Pierce Coll., Woodland Hills, Calif.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 21 Oct 87
NOTE- 11p.; An EOPS Special Project funded under Title V, Extended Opportunity Programs and Services. For a related document, see ED 288 579.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Learning; Community Colleges; Cultural Awareness; *English (Second Language); Individualized Instruction; *Language Skills; *Language Tests; Oral Language; Program Descriptions; *Second Language Instruction; *Second Language Learning; Testing; *Tutorial Programs; Two Year Colleges

Los Angeles Pierce College (LAPC) serves many Extended Opportunity Programs and Services (EOPS) students, most of them refugees, for whom English is a second language. In the past, LAPC provided limited English tutoring based on a conversational approach to supplement the more academically oriented ESL instruction available on campus. In response to student dissatisfaction with the conversational approach, greater structure and focus was given to the tutoring sessions. The structured approach revealed severe and unusual asymmetries between different areas of competence that often inhibited further student progress. LAPC's responses included the development of a professional tutoring team approach and the creation of a diagnostic instrument (i.e., the EOPS English Skills Survey) to identify areas of linguistic strength and weakness. The EOPS English Skills Survey, which asks students to complete a series of tasks to measure skills in listening comprehension, oral production, reading comprehension and vocabulary, grammatical structure and usage, and written expression, results in a descriptive profile of student skills for the design of a personalized program of tutoring activities. (EJV)

ED 289 563
JC 880 026

Anderson, Wendell, Ed.
Small Business Bibliography.
Oregon Small Business Development Center Network, Eugene.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.; Small Business Administration, Portland, OR.
PUB DATE- 87
NOTE- 67p.; For other workbooks in this series, see JC 880 027-031.
AVAILABLE FROM- Oregon Small Business Development Center Network, 1059 Willamette Street, Eugene, OR 97401 ($10.00, plus $1.00 postage and handling per book).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Books; *Business; *Business Administration; *Business Education; *Entrepreneurship; Financial Problems; Periodicals; *Resource Materials; *Small Businesses; Videotape Recordings

Intended as a resource for both experienced businesspeople and those new to business, this annotated bibliography provides a list of books, pamphlets, periodicals, and videotapes of value in solving specific business problems. The bibliography begins with a list of resources recommended for the library of every small business and a survey of general business resources. The next ten sections provide annotated lists of resources on the following topics: (1) business start-ups, including references on the unique problems of starting new businesses; (2) strategic planning; (3) marketing, sales, and advertising, including resources on sales force management, market research, competitive analysis, customer relations and pricing; (4) finance, accounting, and economics; (5) sources of financing, and buying and selling businesses; (6)

personnel management, including resources on interviewing and hiring, personnel policies, performance appraisal, salary policies, employee benefits, employee relations, training, union relations, and terminating employees; (7) management and personal skills, emphasizing ways in which business owners can improve their managerial effectiveness; (8) business problems and legal issues, including succession within a business, bankruptcy laws and methods, attorney relations, general business law, trade secrets, and preventing legal problems; and (9) computers and data processing, including sources describing how computers operate, how to purchase computers, types of software, and operational procedures. The final section contains the names and addresses of publishers. (UCM)

ED 289 696
SE 048 781

Sequential Mathematics Course III. Part 2. Pilot Edition.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-694-6
PUB DATE- 86
NOTE- 292p.; For related documents, see SE 048 779-780.
AVAILABLE FROM- Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; *Critical Thinking; Curriculum Guides; Geometry; Integrated Curriculum; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Number Systems; *Problem Solving; Secondary Education; *Secondary School Mathematics; *State Standards; Trigonometry
IDENTIFIERS- *New York; New York City Board of Education

This document outlines part two of the third year course of the newly implemented New York State Mathematics Curriculum. The three-year Sequential Mathematics sequence designed by New York State is a move in the direction of fusing the formerly separate topics found in algebra, geometry, and intermediate algebra/trigonometry, and introducing timely topics which have been absent from the course of study. The guide is based upon the scope and sequence for Sequential Mathematics, Course III, part 2. It consists of plans for lessons, which should be considered suggestions rather than prescriptions. There is an abundance of application problems, provided as a resource for teachers. The activities emphasize problem solving skills, reasoning skills, and critical thinking. Though Course III is written with 11th grade students in mind, it is possible that some students may begin the material earlier or later, or complete it in less or more than 1 year. (PK)

ED 289 346
FL 017 060

TESOL Newsletter, Vol. 16, 1982.

Teachers of English to Speakers of Other Languages.
PUB DATE- 82
NOTE- 205p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Bilingual Education; *Classroom Techniques; Elementary Education; Employment Practices; *English (Second Language); Federal Legislation; Instructional Materials; Language Teachers; Library Skills; Literacy; Multilevel Classes (Second Language Instruction); Newsletters; Professional Associations; *Program Effectiveness; Public Policy; Resumes (Personal); Second Language Instruction; *Teacher Burnout; Teacher Certification
IDENTIFIERS- Texas

The 1982 volume of the Teachers of English to Speakers of Other Languages (TESOL) newsletter includes articles on: getting results from English programs, second language teacher burnout; employment practices; language-related national policies and legislation; English as a second language (ESL) teacher certification in Texas; library search strategies for international students; illiteracy; instructional materials in and for China, ESL and bilingual education in the next decade; a satirical look at ESL teaching; resume writing; assessing reading skills in beginning ESL students; going beyond career education; coping with the multilevel classroom; adult ESL; the elementary and bilingual teacher; teaching in a foreign university classroom; collective bargaining; federal legislative action; reconciling competing instructional approaches; and directions in applied linguistics. Professional announcements, association notes, book and materials reviews, and notes on successful teaching techniques are also included. (MSE)

ED 289 361
FL 017 075

Kreidler, Carol
ESL Teacher Education. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87

NOTE- 4p.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Certification; Educational History; Educational Trends; *English (Second Language); *Language Teachers; Models; Professional Associations; Professional Development; Second Language Instruction; *Teacher Education; *Teacher Education Programs; Teacher Qualifications
IDENTIFIERS- *ERIC Digests; *Teachers of English to Speakers of Other Languages

Although the teaching of English as a second language (ESL) is a relatively new profession, it is an old activity. Until World War II, ESL instruction in the United States was irregular. In 1940, the first ESL teachers enrolled in a University of Michigan training program based on structural or descriptive linguistics. The Army Language School began to expand the field of linguistics, and college linguistics programs also began to develop. The 1964 National Defense Education Act spurred the growth of ESL summer institutes and university training programs, and the newly-founded Teachers of English to Speakers of Other Languages (TESOL) developed guidelines for certification and training. Currently, 33 states and the District of Columbia have certification or endorsement requirements. Areas of necessary training for ESL teachers include English linguistics, anthropology, psychology, sociology, and education. Most of the existing training programs are at the graduate level, and many school systems provide in-service training. Since 1970, ESL teaching methodology has seen a shift from the teacher-centered to student-centered classroom, and teachers should be trained in a way that reflects this approach. New emphasis is being placed on the theory behind methodology, but in many other ways, training developments parallel those for other teachers. (MSE)

ED 289 460
IR 012 913

Nathan, Joe
Technology's Role in Educational Reform. HR.87.09.
National Governors' Association, Washington, DC. Center for Policy Research and Analysis.
PUB DATE- 1 Jul 87
NOTE- 9p.
AVAILABLE FROM- National Governors' Association, Hall of the States, 444 North Capitol Street, Washington, DC 20001 (subscription to Capital Ideas, $75.00 per year).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Programs; *Courseware; Elementary Secondary Education; Government Role; *Microcomputers; National Surveys; *Purchasing; Staff Development; *State Departments of Education; Videotape Recordings

This newsletter presents the results of a National Governors' Association (NGA) survey, conducted November 1986 through January 1987, on state responses to the recommendations of the NGA Task Force on Technology regarding new ways to acquire and use educational technology. The following topics covered by the survey are discussed: (1) hardware concerns, including the value of a state role in assisting school districts with hardware evaluation and quality control, aggregate purchasing, bidding, and creating special authorities to serve district needs; (2) instructional software acquisition at reduced cost through purchasing agreements with producers; (3) efforts to share the costs of videotape development and video programming; (4) issues to be considered in managing the process of market aggregation, including selection mechanisms, purchase agreements, distribution, and training for teachers and administrators; (5) the role of technology in restructured schools; and (6) the need for a central source of information about the impact of technology in schools. (MES)

ED 289 521
IR 052 236

Ming, Marilyn; MacDonald, Gary
A Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. Phase Four. Final Summative Report.
Grant MacEwan Community Coll., Edmonton (Alberta).; Southern Alberta Inst. of Technology, Calgary.

SPONS. AGENCY- Alberta Dept. of Advanced Education, Calgary.
PUB DATE- Oct 87
NOTE- 149p.; For prior reports, see ED 257 466, ED 265 869 and ED 272 210.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Programs; Cost Effectiveness; Curriculum Development; Delivery Systems; Demography; Developed Nations; *Distance Education; Foreign Countries; *Job Training; *Library Personnel; Library Services; Library Statistics; Public Libraries; Questionnaires; *Rural Areas; School Libraries
IDENTIFIERS- *Alberta

The purpose of the Rural Library Training Project was to design, implement, and evaluate a basic training curriculum for the staff of rural libraries in Alberta, Canada. This Phase Four Summative Report describes project activities carried out from April 1, 1986 through June 30, 1987. These activities included the completion of the field test, the development and revision of courses, and the development and test of a province-wide delivery system. This report, which includes the overall evaluation of the project, provides data on both pilot and province-wide students; an evaluation of the impact of the program upon library service, based on responses from both the students and their employers; an analysis of course delivery costs; and a description of the province-wide network used to deliver the courses during the 1986-87 academic year. The external evaluator's summative report is included at the end of the report. Appendices, which constitute about half the document, include student profile data; 1986-87 course evaluation data; student and supervisor pilot test evaluation forms; student and pilot test evaluation data; fall 1986, winter 1987, and projected delivery costs; and a table depicting the ODEA (Organizing Distance Education Alternatives) Mode Filter model. (Author/KM)

ED 289 549
JC 880 005

Kawamata, Pauline
Stress: How Does It Affect Your Life? Advance Guidance (Individual Quest), Lesson Plan No. 2.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- Nov 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Community Colleges; Instructional Materials; Lesson Plans; Life Style; *Stress Management; *Stress Variables; Teacher Developed Materials; Two Year Colleges
IDENTIFIERS- *Stress (Biological)

This lesson plan focuses on the definition, kinds, and causes of stress, and explores some ways of coping with stress. The lesson plan begins with information on the course for which the plan was developed; equipment and audio-visual aids needed; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids needed for each step of the lesson. The presentation defines stress, indicates that some kinds of stress are healthy, reviews the physical symptoms and pyschological indications of stress, and considers the role of optimism, self-confidence, flexibility, enthusiasm for life, willingness to accept uncertainty, and self-control in coping with stress. Course handouts, transparency masters, and teacher worksheets are included. (EJV)

ED 289 578
PS 016 880

Grades 1-3: Arkansas Public School Course Content Guide.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- [87]
NOTE- 44p.; For related documents, see PS 016 879-881.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; *Curriculum Development; *Educational Objectives; *Enrichment Activities; Grade 1; Grade 2; Grade 3; Guidelines; *Minimum Competency Testing; Primary Education; *Public Schools; State Programs
IDENTIFIERS- *Arkansas

Provided as a framework for use in curriculum development are Arkansas' course content guides for the primary grades one, two, and three. At each grade level, language arts, mathematics, and reading skills have been identified at three instructional levels: basic, developmental, and extensional. Basic skills are those which all students must master. They are also the skills on which Arkansas' Minimum Performance Test items are based. Developmental skills are those beyond basic which should be introduced and taught by teachers, but not necessarily mastered by all learners. Often developmental skills at one grade level are basic skills at a later grade or in an advanced course. Extensions, which stress higher order thinking, processing, and problem solving skills, suggest ways teachers can broaden student learning at a given grade level without introducing additional basic skills from subsequent grade levels. When required by the nature of the subject, skills are sequenced by grade. (RH)

ED 289 593
PS 017 023

A Guide for Education Coordinators in Head Start.

Creative Associates, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
REPORT NO.- DHHS-OHDS-86-31536; ISBN-1-55672-010-6
PUB DATE- Aug 86
NOTE- 187p.; For related resource materials, see PS 017 024; for the Spanish version of the guide, see PS 017 025.
CONTRACT- 105-85-1522
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Early Childhood Education; Parent Participation; Personnel Evaluation; *Program Administration; Program Evaluation; *Program Implementation; Staff Development; Teacher Supervision
IDENTIFIERS- *Project Head Start

This guide addresses the roles and responsibilities of education coordinators in Head Start programs. The guide covers the key roles of the coordinator: (1) leading the education component of the program; (2) planning, implementing, administering, and monitoring the educational services; (3) supervising staff; (4) training staff and parents; and (5) evaluating the program. With the exception of the first chapter, which is an overview of Head Start and the education component, each of the eight chapters begins with a statement of the responsibilities of the coordinator, a list of activities to perform and documents to review before reading the chapter, and a self-assessment. Narrative discussions of concepts and strategies related to fulfilling relevent responsibilities follow. Each chapter concludes with a topical bibliography of annotated resources. (PCB)

ED 289 609
PS 017 043

Weiss, Heather B.
Early Childhood Professionals and Changing Families.
PUB DATE- 10 Apr 87
NOTE- 22p.; Paper presented at the Meeting of the Anchorage Association for the Education of Young Children (Anchorage, AK, April 10, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Community Action; Early Childhood Education; *Family Programs; Parent Teacher Cooperation; *Preschool Teachers; *Program Implementation; *Public Policy
IDENTIFIERS- *Alaska; Research Results

Early childhood educators are advised to confront difficulties arising from Alaska's economic problems by establishing coalitions between families with young children and service providers, with the intention of creating new programs and maintaining existing family support and education programs. Evidence of the desirability of a wide range of family-provider partnerships is summarized in: (1) discussions of the appeal of such programs from the perspective of public policy; and (2) reports of findings from research and evaluation studies of program effectiveness and the role of social support in child rearing. Subsequent discussion describes desired features of such coalitions and specifies key principles that underlie them. The concluding section of the presentation details a research-based plan which conference participants might develop to implement partnership programs on a pilot basis. (RH)

ED 289 625
PS 017 071

Okado, Tetsuo
Family-Psychological Approach to Divorce and Custody Issues in Japan.
PUB DATE- Jul 87
NOTE- 10p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Custody; *Divorce; Family Problems; *Family Structure; Fatherless Family; Foreign Countries; Marital Instability; Nuclear Family; *One Parent Family; *Parent Child Relationship; Social Structure
IDENTIFIERS- *Japan

Current trends in psychological research stress the role of family members in developmental studies, and this trend may be applied to the study of divorce and child custody in Japan. Japanese families are influenced by other social systems, including neighborhood and religious groups, and traditionally these systems have combined with relatives to support families with marital problems. However, the Japanese family has recently moved from the structure of the extended family to that of the nuclear family, and cohesive support networks are disappearing. At the same time, the Japanese divorce rate is rising. Reasons for the rise include: (1) a decrease in social pressures against divorce; (2) a weakening of the social support systems; (3) an improvement in the socio-economic conditions which follow divorce; and (4) the fact that the very large baby boom generation has reached divorceable age. Nevertheless, the Japanese divorce rate remains the lowest among developed countries, even though it is easy for most couples to get divorced. As for child custody, until the mid-1960s the father traditionally retained the child. Now more mothers are granted custody, often because the mother is able to financially support the child, while the father lacks the resources of an extended family. Joint custody is becoming more frequent, but is still uncommon. Family psychologists suggest that intervention and educational activities may be used to ease problems of children of divorce. (SKC)

ED 289 640
RC 016 388

Christensen, David E.; And Others
Southern Illinois: Resources, Problems, Opportunities. Report Series No. 85-2. Occasional Paper in Geography No. 7.
Southern Illinois Univ., Carbondale. Dept. of Geography.; Southern Illinois Univ., Carbondale. Office of Regional Research and Service.
PUB DATE- Jun 85
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agricultural Trends; Business; *Demography; Economic Development; Educational Attainment; Elementary Secondary Education; Employment Patterns; Health Services; *Human Resources; Long Range Planning; *Natural Resources; Postsecondary Education; Regional Characteristics; *Regional Planning; Rural Areas; *Rural Development; Rural Population
IDENTIFIERS- *Illinois (South); *Problem Identification

This overview of 34 mostly rural counties in southern Illinois is intended to: (1) provide a mid-1980s look at Southern Illinois and its potentials for those who want to learn about the region; (2) provide the basis for further study of the region's many aspects and potentials; and (3) provide basic overview material for those studying particular communities and sites for possible development. The report describes and evaluates the region's current status with regard to population characteristics, education, health, income and employment, water resources, transportation facilities, agriculture, forests and forestry, mining, manufacturing, utilities, regional retail perspective, and tourism and outdoor recreation. Discussion of each of these topics presents ideas and directions for action to overcome some of the region's problems and to take advantage of the region's diverse potentials. The concluding section discusses four controversial ideas for regional development: (1) a barge and pleasure boat canal crossing Southern Illinois from the Wabash or Ohio River to the Mississippi; (2) a major lake at about 400 feet above sea level with a dam across the Mississippi River at Thebes (Illinois); (3) a lake formed by a dam on the Big Muddy River; and (4) a major airport for Southern Illinois. (JHZ)

ED 289 654
RC 016 519

Dreier, William H.
One Room School and the University Museum.
PUB DATE- 87
NOTE- 6p.; Prepared for the University of Northern Iowa Committee on Rural Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; Exhibits; Higher Education; *Museums; *One Teacher Schools; Primary Sources; Realia; *Rural Education; *Rural Schools; Small Schools; United States History; *Universities
IDENTIFIERS- *Museum Collections

A questionnaire sent to organizations and programs in rural education was designed to identify institutions displaying early school artifacts. Responses were received from 19 of the 30 states surveyed. The study found 11 university or college museums that have a one-room school as part of their collection. In addition, state parks and county conservation groups in states like Iowa and Nebraska display many of these small buildings as museums. Perhaps, in the future, more former state normal schools, which prepared so many teachers for work in the one-room schools, will locate these historic learning settings on campus. (JHZ)

ED 289 727
SE 048 812

Matsuda, F.; And Others

Concepts about Relations among Time, Distance and Velocity In Children.

PUB DATE- 13 Jul 87
NOTE- 17p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987). Graphs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Science; Foreign Countries; Kinetics; *Mathematical Concepts; *Mechanics (Physics); Motion; *Physical Sciences; Physics; *Piagetian Theory; *Ratios (Mathematics); Relationship; Research; Science Education
IDENTIFIERS- *Proportional Reasoning

Almost all experimental investigations on concepts of time (T), distance (D) and velocity (V) since 1946 have been based on the Piagetian theory. However, there are several controversial points in Piaget's investigations. In the experiment described in this paper, developmental changes of concepts concerning relation of T, D, and V were examined using 148 children from 4- to 10-years-old and 20 undergardaute students, with the aim of addressing the controversy in Piaget's investigations. Results of these investigations include: (1) almost all children over 5 years of age could understand the proportional relation between D and T, and V and D through concrete operation, though they could not verbalize the reasons for their understanding; (2) it was difficult for young children to understand the inversely proportional relation between V and T even through concrete operations, but, the verbalization of reasons developed rather smoothly and rapidly after age 8; (3) in young children under 6-and-a-half-years-old, all relations between two variables seemed to be proportional and they seemed to pay little attention to the third constant variable; (4) over 8-years-old, most children correctly understood two proportional relations and one inversely proportional relation; and (5) it is not clear if children over 9 had the intercorrelational concept among three variables. (CW)

ED 289 390

HE 020 848

Ethington, Corinna A.; Wolfle, Lee M.
The Selection of Quantitative Undergraduate Fields of Study: Direct and Indirect Influences.
PUB DATE- Apr 87
NOTE- 27p.; A previous version of this paper was presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Career Awareness; *Career Choice; Career Planning; *College Mathematics; College Science; Equal Education; Females; Higher Education; High School Students; *Majors (Students); Nontraditional Occupations; Parent Attitudes; *Parent Influence; *Sex Bias; Sex Discrimination

In order to increase women's representation among quantitative degrees, Berryman (1985) suggested two strategies: (1) increase women's share of the initial mathematical/scientific pool; or (2) reduce attrition from the pool. However, current research indicates that the decision to enter a quantitative field of study for women is the result of a complex interaction of many factors. This study examines the manner in which these factors influence women's choice of undergraduate fields of study by proposing a model indicating hypothesized patterns of effects. The estimation of the model resulted in the exogenous background variables producing the predominant influences in the model. Data for this study were drawn from the 1980 sophomore cohort of the national longitudinal "High School and Beyond" survey. The analyses reported here were based on 1,893 women who participated in all waves of that study, who had attended a postsecondary educational institution, and for whom data for all variables were available. Results suggest that while parents encourage academic performance in general, they tend to discourage daughters from entering quantitative fields of study in college. It is suggested that intervention strategies targeted no later than junior high school be developed for use with females and their parents to increase awareness of opportunities for women and to effect change in attitudes and course-taking patterns. (Author/KM)

ED 289 406
HE 020 870

Halstead, Kent, Ed.
Higher Education Bibliography Yearbook, 1987. First Edition.
Research Associates of Washington, DC.
PUB DATE- May 87
NOTE- 416p.
AVAILABLE FROM- Research Associates of Washington, 2605 Klingle Road, N.W., Washington, DC 20008 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Anthropology; *College Administration; College Curriculum; College Faculty; College Libraries; *College Students; Community Colleges; Continuing Education; Economics; Educational Finance; Governance; *Government School Relationship; Graduate Study; *Higher Education; History; Institutional Advancement; Intellectual Disciplines; Philosophy; Private Colleges; Proprietary Schools; Sociology; Vocational Education

This annotated bibliography covers 34 topics and over 100 subtopics in the field of higher education and emphasizes observations, findings, and recommendations prepared by more than 80 contributers. The majority of the materials are published books and major journal articles. A subject taxonomy and author index are provided. Major categories are the academic enterprise, students, institutions, government, seven disciplines, and sectors. Topics include: teaching and learning; curriculum; faculty; libraries; graduate education, research, and public service; student development; recruitment, admissions, and retention; student affairs and services; institutional mission, quality, and accreditation; institutional advancement management; educational finance; personnel administration; college planning and research; campus and building planning and management; federal policy; national system comparisons; statewide planning and coordination; resource allocation; assessment, evaluation, and outcome analysis; educational opportunity; student financial aid; work, education, and industry; history; philosophy; law; economics; sociology, anthropology, and demography; private colleges; community colleges; private career schools; and adult and continuing education. (SW)

ED 289 448
HE 021 053

Bruno, Rosalind R.
Educational Attainment in the United States: March 1982 to 1985. Current Population Reports: Population Characteristics.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Nov 87
NOTE- 161p.; Three-fourths of the doucment is comprised of detailed tables that contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Academic Persistence; Age Groups; *College Attendance; *College Graduates; Definitions; *Educational Attainment; Ethnic Groups; Geographic Regions; Higher Education; *High School Graduates; Hispanic Americans; Marital Status; Minority Groups; Place of Residence; *Population Trends; Sex Differences; Trend Analysis; Whites

Census Bureau data on educational attainment of the U.S. population are presented for 1982 to 1985, with trend data for 1940 to 1985. A brief narrative summary of the findings is also provided. Detailed tables cover years of school completed by persons 15 years old and over by age, sex, race, Spanish origin, type of residence, region of residence, occupation, marital status, and education of spouse. Summary data also cover the 15 largest states and metropolitan areas. Years of school data were derived by considering the highest grade ever attended and whether the grade was finished. Persons of Spanish origin may be of any race and responses generally refer to a person's perceived national or ethnic lineage (i.e., Mexican American, Chicano, Mexican, Mexicano, Puerto Rican, Cuban, Central or South American, or other Spanish origin). Findings include: 36% of the adult population had completed at least 1 year of college and 19% had completed 4 or more years of college in 1985; and there was virtually no difference in the proportion of men and women aged 25 to 29 who were high school graduates. Appendices include definitions and information on the source and reliability of estimates. (SW)

ED 289 669
RC 016 540

Rios, Betty Rose D.
Selected Trends and Issues in Rural Education and Small Schools.
PUB DATE- Oct 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Consolidated Schools; Delivery Systems; Distance Education; Economic Factors; Educational Change; Educational Policy; Educational Research; *Educational Trends; Elementary Secondary Education; Population Trends; Poverty; Rural Economics; *Rural Education; *Rural Environment; Rural Population; Rural Schools; School District Reorganization; School Effectiveness; *Small Schools; Teacher Education; Teacher Recruitment
IDENTIFIERS- *Education Economy Relationship

Rural America and its schools (which encompass nearly two-thirds of the 15,600 school districts in the United States) face an incredible array of challenges. Changes in demographic, economic, and social conditions are creating a new rural America which is beset by many problems. Rural poverty does not appear to be diminishing and researchers conclude that poverty has deleterious effects on home environment, which in turn has a major impact on educational achievement. While the rural population is now declining or growing at a lower rate than urban areas, rural areas are maintaining their traditional higher percentage of children and have a proportionately greater need for elementary and secondary education. There is a lack of precise information on rural education, but recent efforts are attempting to determine research agendas for rural education. Among the trends/issues in rural education propelled into the limelight by the events of educational reform are school consolidation and its alternatives; utilization of distance education strategies; teacher preparation, recruitment, and retention; and rural school effectiveness. Until the economic well-being of rural America is reinvigorated, the plight of its small, rural schools will be just one more piece of a much larger, unsolved puzzle. A bibliography lists 50 references. (NEC)

ED 289 682
SE 048 767

Marrett, Andrea

Marshes, Estuaries and Wetlands. Ocean Related Curriculum Activities.

Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 82
NOTE- 146p.; Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecology; *Environmental Education; *Estuaries; Interdisciplinary Approach; *Marine Biology; Marine Education; Oceanography; *Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Water Resources
IDENTIFIERS- *Project ORCA; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This activity packet is designed to introduce senior high school students to some basic concepts of marsh, estuary and wetland ecology. Each of these habitats comprise an important link in the cycling of water through a watershed. A review of the watercycle and an introduction to the classification of watershed systems sets the stage for further investigation into each habitat. Field experiences focus learning on very specific features of the wetlands and marshes. Data for a site is collected through scientific analysis and an inventory of the hydrology, vegetation and wildlife, and the visual, cultural, economic, and educational values for that site. (TW)

ED 289 711
SE 048 796

Consumer Mathematics, Volume One. Staff Development Program 1986-1987.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-07-6000-40; ISBN-88315-810-8
PUB DATE- 86
NOTE- 105p.; For related documents, see SE 048 797-798.
AVAILABLE FROM- New York City Board of Education, Division Curriculum & Instruction, 131 Livingston St., Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Calculators; Classroom Techniques; *Computer Assisted Instruction; Computer Uses in Education; *Consumer Education; High Schools; *Inservice Teacher Education; *Mathematical Applications; Mathematics Curriculum; *Mathematics Instruction; Mathematics Teachers; Mathematics Tests; Money Management; Secondary Education; *Secondary School Mathematics; Staff Development
IDENTIFIERS- *Consumer Mathematics; New York City Board of Education

This document describes one of the second-year courses meeting the two-year mathematics high school requirement satisfying the New York Regents Action Plan. This handbook is designed to meet the needs of teachers who will be teaching the Consumer Mathematics course. The handbook, for use with staff development programs, has five main sections: (1) program scope and sequence; (2) overview of consumer mathematics course; (3) specific activities for consumers mathematics; (4) classroom management for consumer mathematics; and (5) computer applications in consumer mathematics. These sections include background information, lesson descriptions, homework assignments, worksheets, and tests. (PK)

ED 289 420
HE 020 981

The Roger Williams College Faculty Association (NEARI/NEA) 1986-1989 Contract with the Board of Trustees of Roger Williams College.
National Education Association, Washington, D.C.; Roger Williams Coll., Bristol, R.I.

PUB DATE- 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Information; Arbitration; *Collective Bargaining; *College Faculty; Compensation (Remuneration); *Contracts; Department Heads; Due Process; *Employment Practices; Faculty Evaluation; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; Retrenchment; Search Committees (Personnel); *State Colleges; Teacher Placement; Teacher Rights; Unions; Work Environment
IDENTIFIERS- National Education Association; *NEA Contracts; *Roger Williams College RI

The collective bargaining agreement between the Roger Williams College Faculty Association, an affiliate of the National Education Association (NEA), with the board of trustees of the college for the 1986-1989 period is presented. The following 14 articles are included: recognition; negotiations clause; rights and responsibilities; rights of the association; rights of individuals; conditions of service (including faculty load, division coordinators, class size, part-time faculty, calendar, office space, parking, and retirement); appointment and evaluation (e.g., initial contracts, temporary, probationary period, reappointment); due process; grievance procedure; retrenchment (including program curtailment); search committees; compensation; fringe benefits (e.g., insurance, disability travel, professional development, pensions, leaves, discounts, released time, tuition remission); and general and duration. Salary scale tables by rank are included. (LB)

ED 289 434
HE 021 023

Tracey, Richard
Now Make the Most of Your Student Ratings.
Washington Univ., Seattle. Center for Instructional Development and Research.; Washington Univ., Seattle. Educational Assessment Center.
PUB DATE- 85
NOTE- 39p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Interpretation; *Evaluation Utilization; *Graduate Students; Higher Education; Instructional Improvement; Questionnaires; Rating Scales; *Student Evaluation of Teacher Performance; Teacher Effectiveness; *Teaching Assistants
IDENTIFIERS- *Teaching Assistant Training Project; *University of Washington

Ways to interpret data from student ratings of teacher performance and approaches to maximize the use of student ratings are considered, based on the experiences of the Center for Instructional Development and Research (CIDR) at the University of Washington (UW). The use of student ratings at UW and other colleges is briefly considered, along with how student ratings can be part of a program of self-improvement of teaching effectiveness. Information on how to read UW's instructional assessment system (IAS) computer printout of standardized student ratings comments is provided, with attention to frequencies, mean rating, the percentage below good, and the relative rank. Reading students' demographic information to better able interpret student ratings is also covered. After considering data from the IAS printout, teachers can consult yellow sheets to find the students' specific comments. Sources of help to UW instructors who seek to use information provided in student ratings include the CIDR library, CIDR publications and productions, CIDR consultation services, and the Educational Assessment Center. An IAS questionnaire is included. (SW)

ED 289 476
IR 012 943

Mann, William C.
Text Generation: The Problem of Text Structure.
University of Southern California, Marina del Rey. Information Sciences Inst.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.
REPORT NO.- ISI/RS-87-181
PUB DATE- Mar 87
NOTE- 28p.; ISI Reprint Series. Reprinted from Natural Language Generation Systems, 1987.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; Comparative Analysis; *Computational Linguistics; Discourse Analysis
IDENTIFIERS- *Natural Language Processing; Rhetorical Structure Theory; *Text Generation; Text Structure

One of the major problems in artificial intelligence (AI) text generation is text organization; a poorly organized text can be unreadable or even misleading. A comparison of two AI approaches to text organization--McKeown's TEXT system and Rhetorical Structure Theory (RST)--shows that, although they share many assumptions about the nature of text, they are also in strong contrast. TEXT identifies text organization with whole-text nonrecursive structures, while RST uses small recursive ones. RST has an elaborate apparatus of relations between parts of texts, and of the "nuclearity" of particular parts; TEXT has no correlates for these. RST works with a wide range of relation types, TEXT with just one. TEXT is an implemented system, whereas RST is developmental. More important, TEXT develops text organizations so that they resemble patterns extracted from previous text, while RST strives for an organization which is justifiable as meeting the goals of the text being generated. This contrast raises many of the key issues in current research on the nature of text organization and how it can be created by programs. A 13-item reference list is appended. (Author/RP)

ED 289 490
IR 012 957

Ellington, Henry
Resources Centres. Teaching and Learning in Higher Education, 7.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 15p.; For related guides, see IR 012 951 and IR 012 954.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Resources; Foreign Countries; Independent Study; Individualized Instruction; *Learning Resources Centers; *Library Administration; Postsecondary Education; *Resource Centers; *Resource Materials; Student Characteristics; Teacher Role
IDENTIFIERS- *Resource Based Learning

The concepts of resources, resources centers, and resource-based learning and their interrelationships are described and the role of resources centers in both student-centered and teacher/institution-centered educational systems is examined. Factors in three areas that should be considered in the planning, organization, and operation of a resources center are also discussed: (1) constraints such as finances, space, staffing, staff and student attitudes, and politics and policy; (2) organization and management including management structure, the resources themselves, equipment, and general administration; and (3) educational considerations such as integration with the teaching/learning system, the role of the teacher, student characteristics, and feedback and evaluation. A list of four references recommended for further reading is included. (MES)

ED 289 506
IR 012 973

Ellington, Henry
Essay-Type Questions. Teaching and Learning in Higher Education, 23.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen
(Scotland).
PUB DATE- 87
NOTE- 15p.; For a related guide, see IR 012 970.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Information Analysis/State-of-the-Art
Materials (070)
DESCRIPTORS- *Essay Tests; Foreign Countries; Higher Education;
Instructional Material Evaluation; *Questioning Techniques;
Scoring; *Test Construction; *Test Format; *Test Items

The third of three sequels to the booklet "Student Assessment," this booklet begins by describing and giving examples of three forms that essay-type questions can take: (1) unstructured-essay questions; (2) structured-essay questions; and (3) short-notes questions. Guidelines are then provided for deciding which type of question to use in a given situation and basic rules for writing essay-type questions are presented. Practical advice on how to evaluate and mark essay-type questions concludes the booklet. An annotated list of three items recommended for further reading is included. (MES)

ED 289 535
JC 870 495

Rotman, Jack W.
The LCC Developmental Math Lab: An Evaluative Review.

PUB DATE- 1 Nov 87
NOTE- 16p.; Paper presented at the Annual Conference of the American Mathematical Association of Two-Year Colleges (Kansas City, MO, October 28-November 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Managed Instruction; Educational Testing; *Mathematics Curriculum; Mathematics Tests; Program Descriptions; Program Evaluation; *Remedial Mathematics; Two Year Colleges
IDENTIFIERS- *Lansing Community College MI

The Lansing Community College (LCC) Math Lab offers two arithmetic and two developmental algebra courses and provides a placement and proficiency testing program for the mathematics department and for other selected departments in the college. Students who participate in Math Lab courses: (1) take a placement test and/or have a placement interview with a lab instructor to settle on which course to take; (2) complete the course handout exercises, review them with a lab instructor, and receive first practice test; (3) begin work in textbook using study guides or assignment tables; (4) attend weekly lecture if enrolled in one; (5) come to lab instructor for help on materials or problems as needed; (6) review for and take self-administered practice test; (7) when ready, request the post-test and take it in the Math Lab testing area; (8) move on to next test if post-test score is at least 75%, or complete review assignments if score is lower; and (9) receive final grade. Information about all test results is entered into a computer-managed instruction (CMI) system. The CMI facilitates formative evaluations of course design and curricula, and the tracking of student success rates by student characteristics and placement test scores, and of course evaluations. Fourteen graphs displaying evaluation data are presented. The paper concludes with some brief comments on the networks and resources that seem to be available to professionals in developmental mathematics education. (EJV)

ED 289 564
JC 880 027

Pryor, Chris
Your Marketing Plan: A Workbook for Small Businesses in Oregon.
Oregon Small Business Development Center Network, Eugene.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.; Small Business Administration, Portland, OR.
PUB DATE- 87
NOTE- 77p.; For other workbooks in this series, see JC 880 026-031.
AVAILABLE FROM- Oregon Small Business Development Center Network, 1059 Willamette St., Eugene, OR 97401 ($10.00, plus $1.00 postage and handling per book).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Business Administration; Business Education; *Marketing; Merchandising; *Planning; Resource Materials; *Small Businesses; Workbooks

Designed as an aid for those interested in starting a business and for experienced business owners who have never prepared a written marketing plan, this workbook offers fundamental concepts about marketing planning, provides tools to effectively assess a marketing situation, and presents step-by-step assistance in developing a marketing plan. Following introductory information on the purposes and use of the workbook, and the importance of planning, the workbook lists steps and asks questions related to the following aspects of marketing: (1) "A Simple Definition of Marketing"; (2) "People You Must Market to"; (3) "Your Products/Services"; (4) "Satisfying Customer Needs"; (5) "Product Share"; (6) "Your Customers"; (7) "Segmenting the Market"; (8) "Targeting Markets"; (9) "Your Competitors"; (10) "Competitive Analysis"; (11) "Establishing Competitive Advantage"; (12) "Your Image"; (13) "Siting Assessment"; (14) "Your Pricing"; (15) "Determining Fixed Expense"; (16) "Determining Variable Costs"; (17) "Cost-Plus Pricing"; (18) "Your Current Advertising"; (19) "Your Current Public Relations"; (20) "Your Current Sales Efforts"; (21) "Sales Forecasting"; (22) "Budgeting"; (23) "The Situational Analysis Summary"; (24) "The Mission Statement"; (25) "Objectives"; (26) "Setting Goals"; (27) "Strategies-Activities"; (28) "Prioritizing Marketing Activities"; (29) "Timetable"; (30) "Marketing Plan Review"; and (31) "Marketing Plan Summary." Finally, the workbook presents a list of resources to use in market planning and a directory of federal and Oregon state agencies that can provide additional information. (UCM)

ED 289 655
RC 016 521

PCAP Project Profiles and General Profiles. Priority Country Area Program--Queensland.

Priority Country Area Program Office, Brisbane (Australia).
SPONS. AGENCY- Australian Schools Commission, Canberra.
PUB DATE- 87
NOTE- 27p.; For an earlier profile report, see ED 242 454.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Background; *Cultural Enrichment; Dance; *Educational Opportunities; Elementary Secondary Education; Foreign Countries; Geographic Regions; Guidelines; Itinerant Teachers; Mobile Educational Services; Needs Assessment; *Outreach Programs; Program Administration; Program Descriptions; Rural Areas; *Rural Education
IDENTIFIERS- *Australia (Queensland)

Four Priority Country Area overviews, one State overview and one Project Profile are included in this report from the Priority Country Area Program (PCAP), designed to improve the educational opportunities of rural Queensland children. The program resulted from a 1977-79 Schools Commission report suggesting that rural students may be disadvantaged compared to urban dwellers with respect to available experiences/opportunities. The State overview of Queensland includes: a breakdown of the priority areas (with map); the area extent; name, address and phone number of the program's state coordinator; a description giving background, geography, program guidelines, and administration information; and sections on PCAP projects and evaluation. The Area overviews cover the Central, Northern, North West and South West priority areas of Queensland. Each overview contains: the name and extent of the area (with map); local authority areas; the date priority was declared; name, address, and phone number of regional coordinators; and a description of the area including background, geography, demography, PCAP Projects, administration, and information/publications. The Project Profile describes the Balonne Ballet project in the South West Priority area, which provides a travelling ballet teacher to give lessons in the area. Information is given on the background, operation, and evaluation of the project. (JMM)

ED 289 697
SE 048 782

Brevil, Margarette
Using Microcomputers To Help Learning Disabled Student with Arithmetic Difficulties.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Arithmetic; *Computer Assisted Instruction; *Computer Uses in Education; Drills (Practice); Elementary Education; *Elementary School Mathematics; Feedback; *Learning Disabilities; Learning Modalities; Mathematics Education; *Mathematics Instruction; Motivation; Reinforcement
IDENTIFIERS- *Special Needs Students

The use of microcomputers to help the learning disabled increase their arithmetic skills is examined. The microcomputer should be used to aid the learning disabled student to practice the concepts taught by the teacher. Computer-aided instruction such as drill and practice may help the learning disabled student because it gives immediate feedback and repeats questions and problems without any pressure. The microcomputer provides visual, auditory and kinesthetic stimuli to help the learning disabled student learn best. The Special Education teacher can also benefit from the microcomputer by learning to do programming. The microcomputer can be used as another tool to help deliver the appropriate educational needs of the learning disabled, but it should not be the only tool. (Author/PK)

ED 289 347
FL 017 061

TESOL Newsletter, Vol. 17, 1983.
Teachers of English to Speakers of Other Languages.
PUB DATE- 83
NOTE- 197p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Techniques; Computer Assisted Instruction; Deafness; Educational Policy; Employment Practices; *English (Second Language); Federal Legislation; Foreign Countries; Foreign Students; Higher Education; Interlanguage; Japanese; Language Teachers; Newsletters; Professional Associations; Refugees; Role Playing; Second Language Instruction; Second Language Learning; Teacher Certification; Teacher Education; Uncommonly Taught Languages; Vocational Education; Writing Instruction
IDENTIFIERS- Placement Tests

The 1983 volume of the Teachers of English to Speakers of Other Languages (TESOL) newsletter includes articles on the growth in foreign student enrollments; recommended reading; English as a second language (ESL) teacher employment survey results; getting program support; federal legislative efforts; second language acquisition and acquisition of English by the deaf; teaching verbs; employment conditions in China; the growth of "Forum" magazine; teaching difficult texts at the university level; the international role of TESOL; facilitating autonomy in language learning; computer-assisted language learning; collective bargaining; a study of the links between linguistic background and reading achievement; classroom research on language use; policy on foreign students in the United States; constructing diagnostic tests for placement and teaching; learning Japanese the Silent Way; vocational education for limited-English-proficient students; standards, accreditation, and certification interlanguage; cultural aspects of prevocational ESL; English on the job; computer-assisted language learning in a master's program for ESL teachers; helping refugees learn to solve problems; teaching essay writing; role-playing; using the computer for communicative teaching; and employment practices. Professional announcements, association notes, book and materials reviews, and notes on successful teaching techniques are also presented. (MSE)

ED 289 362
FL 017 076

Jarvis, Gilbert A.; Bernhardt, Elizabeth B.
Foreign Language Teacher Education. 1987 Update. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 4p.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Certification; *Course Content; *Course Objectives;

Language Proficiency; *Language Teachers; Modern Languages; Second Language Instruction; State Standards; *Teacher Education; Teacher Education Programs; Teacher Qualifications
IDENTIFIERS- *ERIC Digests

Despite much rhetoric, foreign language teacher education lacks a substantial research base. Teacher education programs in general consist of subject-matter coursework, general education requirements, and specialized educational content, domains that have remained relatively unchanged in two decades. However, recent reform movements may have a significant impact on each of these areas. The subject matter content varies somewhat among programs, with linguistics and English grammar courses predominating. The general education component may consist of generic courses in psychology, philosophy of education, and general teaching methods, with some field experiences in schools in a variety of subject areas. Fortunately, many large institutions can now offer specialized methods courses in foreign language teaching, but they are often taught by professionals with more traditional approaches. Certification standards vary from state to state, and not all states have reciprocal agreements. The language proficiency of teachers is a growing concern, and some states are considering using proficiency tests as required teacher assessment measures. Many states have also begun to require teacher testing in subject matter and teaching skills. There is much interest in teacher education reform and improvement. Now that public attention has turned toward teacher education, the critical missing factor is research. (MSE)

ED 289 376
FL 017 090

Graham, Janet G.
Helping the ESOL Writer: Constructive Feedback.
PUB DATE- Nov 87
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); *English (Second Language); *Feedback; *Limited English Speaking; Second Language Instruction; Second Language Learning; *Teacher Response; Teacher Student Relationship; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- *Error Correction (Language)

The English teacher encountering a student of English as a second language (ESL) with significant writing problems must find an appropriate way of responding, finding a balance between being overly sympathetic and being overly concerned with correctness. ESL students are learning English from many sources, not just the teacher, and the teacher's job is less to teach English than to coach students as they modify their own idiosyncratic versions of the language to approach the standard form. Responding effectively to ESL writing is similar to responding to native English writing, with some important differences. Some are cultural and involve the student's background knowledge, internalized rhetorical patterns, and assumptions about the world. Most significantly, ESL writers need more help with the language. Written feedback should not overemphasize grammar. The feedback should be short, focused, positive, and corrective. Error correction should treat errors as a natural part of language learning and should be clear and neatly written enough to help rather than confuse the student. (Appended are six handouts for practical guidance to teachers, including an annotated bibliography.) (MSE)

ED 289 461
IR 012 925

Chao, Chun-I; And Others
Effects of Four Instructional Sequences on Application and Transfer.
IDD&E Working Paper No. 12
Syracuse Univ., N.Y. School of Education.
PUB DATE- May 83
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Control Groups; Correlation; *Discovery Learning; Earth Science; Grade 9; Hypothesis Testing; *Instructional Design; *Intermode Differences; Pretests Posttests; Secondary Education; *Sequential Learning
IDENTIFIERS- Component Display Theory; *Expository Teaching; Generality

Using the Component Display Theory as an analyzing tool, this study compared the effects of expository and discovery methods of instruction on two learning outcomes, application and transfer. One hundred ninth grade students in each of four earth science classes were randomly assigned to five groups--four experimental groups designed to test four instructional sequences and a control group. The sequences investigated were: (1) GEPG, i.e., a generality at the beginning of a lesson, followed by examples and practice exercises, and ending with a restatement of the generality (expository); (2) EP, i.e., examples followed by practice (discovery); (3) GEP, i.e., a generality first, followed by examples and then practice (expository); and (4) EPG, i.e., examples followed by practice and ending with a generality (discovery). A posttest-only control group served as the experimental design. The four treatment groups received different versions of a lesson on the concept and two basic principles of plate tectonics. Each student was given a lesson booklet and a separate booklet of figures and maps as study aids, and learning was self-paced. At the end of the lesson, they were expected to transfer this knowledge to a different situation by generating a new but related principle. Data from the 39 students who completed the activity were analyzed using analysis of variance and a 2 x 2 factorial design. No significant differences were found among the groups for either application or transfer learning, although partial support was found for one of the three hypotheses tested. (RP)

ED 289 522
IR 052 241

A Long Range Program for Library Development in Vermont. FY88-FY92. Revised.

Vermont State Dept. of Libraries, Montpelier.
PUB DATE- Oct 87
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Information Services; Depository Libraries; Disabilities; Facility Improvement; Institutionalized Persons; Interlibrary Loans; *Library Cooperation; *Library Planning; Library Role; *Library Services; *Library Standards; Limited English Speaking; Literacy Education; Long Range Planning; Older Adults; Public Libraries; *Shared Resources and Services
IDENTIFIERS- *Library Services and Construction Act; OCLC; *Vermont

This comprehensive plan for library development in Vermont over a five year period is the result of extensive consultation with professionals in the field, the State Advisory Council on Libraries, and the U.S. Department of Education. Focusing on the role of the Vermont Department of Libraries as the implementor of the long range program of improvement under the auspices of the Library Services and Construction Act (LSCA), this report has been divided into three categories--Titles I, II, and III. Title I includes 12 aspects: (1) public library areas without service; (2) public library areas with inadequate service; (3) services to the disadvantaged (culturally, socially, economically, and educationally); (4) service to the visually and physically handicapped; (5) institutional program; (6) strengthening the state administrative agency; (7) services to the elderly; (8) literacy programs; (9) community information and referral centers; (10) services to the limited English speaking; (11) LSCA administration; and (12) services to urban libraries. Information provided on Title II (facilities) and Title III (interlibrary cooperation and resource sharing) activities include the assessed need, goals and objectives, policies, procedures, priorities, criteria for evaluating project proposals, and evaluation procedures for funded projects. Minimum standards for Vermont public libraries are appended. (CGD)

ED 289 550
JC 880 006

Upton, Robert
Recognition and Emergency Care of Wounds: Bleeding Control and Bandaging. First Responder Training, Lesson Plan No. 1.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- Nov 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Audiovisual Aids; Blood Circulation; Community Colleges; *Injuries; Instructional Materials; Lesson Plans; Teacher Developed Materials; Two Year Colleges
IDENTIFIERS- *Emergency Medical Services

Designed for a 40-hour course in first-responder medical training, this lesson plan teaches students how to control bleeding and bandage wounds. This lesson includes discussions on skin, the circulatory system, and blood; describes seven types of wounds; and explains four bleeding control methods. The lesson plan begins with information on the course for which the plan was developed; equipment and audiovisual aids; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format, indicating the length of time and the equipment needed for each step of the lesson. Course handouts and transparency masters are included. (EJV)

ED 289 579
PS 016 881

Grades 4-6: Arkansas Public School Course Content Guide.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- [87]
NOTE- 82p.; For related documents, see PS 016 879 and PS 016 880.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; *Curriculum Development; *Educational Objectives; Elementary Education; *Enrichment Activities; Guidelines; Intermediate Grades; Language Arts; Mathematics Instruction; *Minimum Competency Testing; *Public Schools; Reading Instruction; Science Instruction; Social Studies; State Programs
IDENTIFIERS- *Arkansas

Provided as a framework for use in curriculum development are Arkansas' course content guides for the intermediate elementary grades four, five, and six. At each grade level, language arts, mathematics, reading, social studies, and science skills have been identified at three instructional levels: basic, developmental, and extensional. Basic skills are those which all students must master. They also include the skills on which Arkansas' Minimum Performance Test items are based. Developmental skills are those beyond basic which should be introduced and taught by teachers, but not necessarily mastered by all learners. Often developmental skills at one grade level are basic skills at a later grade or in an advanced course. Extensions, which stress higher order thinking, processing, and problem solving skills, suggest ways teachers can broaden student learning at a given grade level without introducing additional basic skills from subsequent grade levels. When required by the nature of the subject, skills are sequenced by grade. (RH)

ED 289 594
PS 017 024

A Guide for Education Coordinators in Head Start: Resource Papers.
Creative Associates, Inc., Washington, D.C.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
REPORT NO.- DHHS-OHDS-86-31537; ISBN-1-55672-011-4
PUB DATE- 86
NOTE- 150p.; For the related guide, see PS 017 023.
CONTRACT- 105-85-1522
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - General (130) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; Early Childhood Education; *Evaluation Methods; Parent Participation; Personnel Evaluation; *Program Administration; Program Evaluation; *Program Implementation; *Records (Forms); Staff Development; Surveys; Teacher Supervision
IDENTIFIERS- *Project Head Start

This set of materials is designed to complement the information in "A Guide for Education Coordinators in Head Start." It contains sample forms, checklists, tip sheets, assessment and evaluation forms, and other materials. The information is arranged in eight sections which correspond to the chapters in the guide, and includes materials on the role of the coordinator; the planning, implementing, administering, supervising, and evaluating of the education component; and staff and parent training. (PCB)

ED 289 610
PS 017 044

Getting Started in the All-Day Kindergarten. [Revised].
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-534-6
PUB DATE- 87
NOTE- 464p.; For the original 1983 edition, see ED 254 339.
AVAILABLE FROM- Publication Sales, New York City Board of Education, 131 Livingston Street, Brooklyn, NY 11201 ($12.00, plus $0.72 handling).
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Organization; Classroom Design; *Classroom Techniques; *Integrated Curriculum; *Kindergarten; Learning Centers (Classroom); Primary Education; Teacher Role; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Full Day Programs; New York (New York)

This teacher's guide from the New York City public schools is designed to help teachers implement an all-day kindergarten program. Planning for the all-day kindergarten is developed and demonstrated through a thematic approach which integrates all curriculum areas. Six themes are presented, each of which includes both direct instruction activities for all children and specific lessons for children who speak English as a second language. In addition to the themes of study, the guide provides: (1) suggestions for scheduling and programing the beginning days of the school year; (2) sample room arrangements designed to assist in the setting up of learning centers; (3) examples of ways to enrich the learning environment through fingerplays, games, songs, computer activities and field trips; (4) information on the teacher's role in guiding children's growth and development; (5) suggestions for teachers, paraprofessionals, and other adults on working together; (6) information on developing literacy; (7) descriptions of formal and informal assessment procedures, and information on children with special needs; (8) a chart of skills and concepts to be learned; and (9) a bibliography which includes books for children and adults. (PCB)

ED 289 626
PS 017 073

Brierley, Mirian
Writing To Read and Full Day Kindergarten Evaluation.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Nov 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Reading; *Computer Assisted Instruction; *Computer Uses in Education; *Kindergarten; *Preschool Children; Primary Education; Program Descriptions; Program Evaluation; Reading Achievement; Reading Instruction; Reading Skills; *Social Adjustment; Writing Instruction; Writing Skills
IDENTIFIERS- *Full Day Programs; Writing to Read

Children in Columbus, Ohio public schools participated in two nontraditional kindergarten programs during the 1986-1987 school year. Evaluations of the programs were undertaken to determine their success. One program involved a full day kindergarten that featured opportunities for increased personal and social development, as well as instruction in art, music, physical education, and other curriculum areas. The second program involved interactive experiences with microcomputers and the Writing to Read (WTR) program which were intended to develop reading and writing skills. For evaluation purposes, children were divided into four groups: a control half-day kindergarten group, a full-day group, a half-day WTR group, and a group participating in WTR on a full day basis. Language and reading achievement were determined by pretest and posttest scores on the Metropolitan Achievement Test, and social adjustment was evaluated on the basis of teacher-assigned grades. Evaluation findings indicated higher achievement for students in the full-day kindergarten and WTR programs, and better adjustment to school in the WTR classrooms. Students in the half-day kindergartens showed better adjustment skills associated with personal and social growth than did students in the full-day kindergartens. Appendixes include a writing sample prompt, a list of criteria for rating writing samples, and a sample progress report form. (SKC)

ED 289 712
SE 048 797

Consumer Mathematics, Vol. I.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-00-6070-40; ISBN-88315-692-X
PUB DATE- 86
NOTE- 460p.; For related documents, see SE 048 796-798.
AVAILABLE FROM- New York City Board of Education, Division Curriculum & Instruction 131 Livingston St., Brooklyn, NY 11201 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Calculators; *Consumer Education; Curriculum Guides; High Schools; *Mathematical Applications; Mathematical Concepts;

Mathematics Curriculum; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; Teaching Guides; Teaching Methods
IDENTIFIERS- *Consumer Mathematics; New York City Board of Education

This document is Volume I of a two-part course designed to improve mathematical proficiency and understanding as the student is given practice in relevant problem-solving situations. It includes the mathematics skills needed to make sound consumer decisions. The purpose of this course is to review, reinforce and extend concepts learned in the Fundamentals of Mathematics course. The focus of this course is on solving consumer-related problems. The use of a calculator is highly encouraged to allow the student to concentrate on the concept, rather than on computation. This curriculum guide is based upon the Scope and Content for Consumer Mathematics of the New York City Board of Education. It consists of plans for lessons, which should be considered suggestions rather than prescriptions. Each of the plans includes a developmental approach to a topic with a stress on problem-solving. Suggested questions are given to encourage student thinking and involvement in the lesson. The problems presented in the plans are designed to be relevant to students' experiences. The application problems provided with each plan may serve as a resource for teachers so that they may select appropriate problems for their individual classes. (Author/PK)

ED 289 728
SE 048 813

Kansky, Bob
Technology Policy Survey: A Study of State Policies Supporting the Use of Calculators and Computers in the Study of Precollege Mathematics.
National Council of Teachers of Mathematics, Inc., Reston, Va.
PUB DATE- Feb 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Calculators; *Computer Assisted Instruction; Educational Technology; *Elementary School Mathematics; Elementary Secondary Education; Inservice Teacher Education; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Policy; *Secondary School Mathematics; State Curriculum Guides; State Departments of Education; State Surveys; Teacher Certification
IDENTIFIERS- Mathematics Education Research

The Technology Advisory Committee of the National Council of Teachers of Mathematics recently conducted a survey to assess the status of state-level policies affecting the use of calculators and computers in the teaching of mathematics in grades K-12. The committee determined that state-level actions related to the increased availability of calculators and computers in the public schools are affecting the definition, delivery, and evaluation of K-12 mathematics in about half of the states. Due to the limited empowerment of many state educational agencies to actively promote curricular change, most actions have taken the form of model curriculum outlines, teaching guidelines, consultation, and information dissemination. A small number of states have: (1) sponsored teacher inservice on the instructional applications of computers; (2) proposed the revision of certification standards for teachers of mathematics in order to ensure teacher competency in the use of calculators and computers in teaching mathematics; (3) mandated the use of calculators on statewide testing of secondary students; or (4) encouraged the use of calculators in instruction and testing. The use of calculators during classroom instruction is supported by 40 percent of the states. (PK)

ED 289 391
HE 020 849

Shreeve, William C.; And Others
Early Retirement: A Survey of Corporate and University Benefits.
Eastern Washington Univ., Cheney.
PUB DATE- [87]
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Early Retirement; Fringe Benefits;

Higher Education; *Industry; *Retirement Benefits; Surveys; Teacher Employment Benefits

While corporations have been offering early retirement to their employees for a number of years, universities and colleges have only recently used such programs to create change. This survey was conducted to determine how professors are faring as relative newcomers to early retirement programs. Questionnaires were mailed to 159 colleges and universities and 100 corporations, with response rates of 69.2% and 72% respectively. Tabulations are provided on responses to 14 questions concerning early retirement program attributes, benefits, and options, including counseling and financial planning services. Results show that professors are faring as well as or better than their corporate counterparts on virtually all measures, and are offered significantly more opportunities for phased or gradual retirement. (Author/KM)

ED 289 407
HE 020 881

Ehrlich, Thomas

Education and Values.
Indiana Univ., Bloomington.
PUB DATE- 12 Oct 87
NOTE- 11p.; Inaugural Address of Indiana University President Thomas Ehrlich.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Values; College Presidents; *College Role; Educational Opportunities; *Equal Education; Ethics; Freedom of Speech; Higher Education; *Intellectual Freedom; Leadership Responsibility; *Moral Values; Political Attitudes; *Values; Values Clarification

The role of the university in moral and value issues are discussed in a 1987 inaugural address by the president of Indiana University. He suggests that a college education should include values through both intellectual inquiry and example. Liberty to speak and write is an essential value if faculty and students are to achieve their academic missions. The freedom of the university ensures that many approaches to moral tenets may be tested. A key value at the university is the morality of reason that requires examination of issues to help avoid prejudice. An important dimension of what students learn is a process of self-examination through rational inquiry. The morality of respect and belief in the worth of each individual is linked to the concept of equal opportunity. The moralities of reason and respect must be joined by a morality that recognizes the importance of learning for its own sake and for the sake of the learner. Colleges also provide a forum for public inquiry on key public policy issues. Appreciation of the arts has a special place at Indiana University. Leadership qualities of university presidents that affect the development of values are also considered. (SW)

ED 289 491
IR 012 958

Ellington, Henry
How Games and Simulations Can Be Used in Tertiary Education. Teaching and Learning in Higher Education.
Scottish Central Institutions Committee for Educational Development.

SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 16p.; For related guides, see IR 012 955 and IR 012 969.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Case Studies; Cognitive Objectives; *Educational Games; Foreign Countries; Laboratory Procedures; Postsecondary Education; *Simulation; *Teaching Methods

An overview of participative exercises of the game/simulation/case study type is provided, and seven distinct types of exercises are identified and briefly described; i.e., "pure" games; "pure" simulations; "pure" case studies; simulation games; games used as case studies; simulated case studies; and simulation games used as case studies. The educational strengths and weaknesses of games and simulations are then examined and three basic areas in which games and simulations can make a contribution in tertiary education are discussed: (1) helping to achieve basic cognitive objectives; (2) teaching laboratory skills; and (3) achieving non-cognitive aims. In conclusion, suggestions are offered for choosing an exercise, carrying out any necessary modifications, and using the exercises effectively with a class. Five general books and 16 books related to specific subject areas are suggested for further reading. (MES)

ED 289 507
IR 012 974

Ellington, Henry
The Role of Evaluation in Course and Curriculum Design. Teaching and Learning in Higher Education, 24.
Scottish Central Institutions Committee for Educational Development.

SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 16p.; For related guides, see IR 012 951 and IR 012 970.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Curriculum Development; *Evaluation Methods; Foreign Countries; Formative Evaluation; Higher Education; Instructional Design; *Instructional Development; *Instructional Systems; Models; Systems Approach
IDENTIFIERS- *Popper (Karl)

This booklet begins by examining the role played by evaluation in course and curriculum development, and then shows how the basic "error elimination" approach advocated by the philosopher Karl Popper can be used as a basis for the on-going evaluation of instructional systems. Next, two contrasting paradigms of evaluation are described, one that concentrates on measuring the outcomes of the instructional system (the agricultural/botanical or scientific approach) and one that pays more attention to what happens during the educational process itself (the social/anthropological or illuminative approach). Finally, five diagnostic techniques commonly used as part of an evaluation strategy are reviewed and the respective uses, strengths, and weaknesses of each are discussed: (1) results from student assessment; (2) student questionnaires and interviews; (3) observation of the instructional system in progress; (4) feedback from teaching staff directly involved with the instructional system; and (5) feedback from people having an indirect link with the instructional system. Models of the systems approach to course development, the role of an instructional system, and the general methodological approach advocated by Popper are provided, as well as extracts from a Likert scale and a semantic differential scale taken from course evaluation questionnaires. An annotated list of three items recommended for further reading is included. (MES)

ED 289 641
RC 016 439

Beale, Calvin L.; Fuguitt, Glenn V.
Metropolitan and Nonmetropolitan Growth Differentials in the United States since 1980. CDE Working Paper 85-6. [Revised].
Wisconsin Univ., Madison. Center for Demography and Ecology.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.
PUB DATE- 85
NOTE- 34p.; An earlier version of this paper was presented at the General Conference of the International Union for the Scientific Study of Population (Florence, Italy, June 5-12, 1985).

GRANT- P30-HD05876
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Geographic Distribution; Migration Patterns; *Motivation; Population Distribution; *Population Growth; *Population Trends; Quality of Life; Rural Areas; Rural Economics; *Rural Population; Rural Urban Differences; Socioeconomic Influences; *Trend Analysis; Urbanization; *Urban to Rural Migration
IDENTIFIERS- *Small Towns

All through the 1970-1980 decade, growth of population took place in the rural and small town areas of the United States where very little had occurred in earlier recent decades. In general, the trend can be viewed as one that was primarily socially motivated but facilitated by improved rural economic conditions. By contrast, in the first 3 years of the 1980s nonmetropolitan growth diminished to an annualized rate only about three-fifths as high as that of the 1970s, whereas metropolitan growth has continued its previous pace. Although the force of the agricultural and industrial recession of 1980-83 in nonmetropolitan areas produced much of this change, nonmetropolitan counties with previous growth linked to retirement (and thus protected from income decline) have similarly slowed their rate of growth. It is conceivable that the strength of the noneconomic, quality-of-life objectives that attracted people to rural and small town communities in the 1970s may have waned. Therefore, further economic recovery in these areas may not lead to a full resumption of the pattern of population growth found in the 1970s. Appended are six tables, two maps, and two graphs showing population changes over the 13-year period. (Author/NEC)

ED 289 670
RC 016 541

Lasley, Paul; Bultena, Gordon

Farmers' Opinions on the Relationship between Land Grant Colleges and Private Industry.

PUB DATE- 87

NOTE- 21p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Trends; Economic Development; Economic Factors; *Farmers; Higher Education; Industry; *Influences; Land Grant Universities; Linking Agents; *Opinions; Research Needs; Research Utilization; *School Business Relationship; *Scientific Enterprise; Technical Assistance; Technology Transfer
IDENTIFIERS- *Farm Crisis; Iowa; Iowa Farm and Rural Life Poll; Private Industry; *Research Priorities

The extent to which conditions and experiences of the farm crisis have tempered or shaped farm operators' opinions about the role of the scientific community in economic development through university-industry linkages is examined in this paper. Eleven Likert-type items, designed to ascertain how these linkages are viewed, were included in the 1987 Iowa Farm and Rural Life Poll. Farmers' opinions were assessed on how much collaboration is desirable and the desired role of the private sector in selecting problems to be studied. The hypotheses were that economic hardship, scientific orientations, economic development perspectives, and personal sociodemographic characteristics would be important predictors. Findings showed that farmers generally supported stronger university-industry linkages, and agreed that scientific research is determined by who can pay, rather than what is needed. Mixed opinions were held on how new discoveries should be made available, and whether the amount of private consulting by university scientists should be curtailed. The 11 attitudinal items factored into 4 scales with low reliability coefficients, in part due to the limited number of items in each factor. It was concluded that although farmers are generally supportive of university-industry linkages, it is too early to accurately predict whether future support will be sustained. (JMM)

ED 289 698
SE 048 783

Steen, Lynn Arthur, Ed.

Undergraduate Mathematics Education in the People's Republic of China. Report of a 1983 North American Delegation. MAA Notes Number 3.
Mathematical Association of America, Washington, D.C.
REPORT NO.- ISBN-0-88385-053-2
PUB DATE- 84
NOTE- 106p.; Drawings and charts may not reproduce well. Some diagrams have Chinese language text.
AVAILABLE FROM- Mathematical Association of America, 1529 18th St., Washington, DC 20036 ($6.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Mathematics; *Comparative Education; Computer Assisted Instruction; Computer Uses in Education; *Foreign Countries; Higher Education; *International Education; Mathematical Applications; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Teacher Education; Undergraduate Study
IDENTIFIERS- *China

This document presents the observations and opinions of a delegation of North American mathematics educators who visited the People's Republic of China at the invitation of the Chinese Mathematical Society to discuss with Chinese mathematics teachers issues of mutual interest about university mathematics education. The delegation visited six cities and met with research mathematicians, university teachers, officials of the Ministry of Education and middle school teachers. The report addresses the structure of education in China, undergraduate curriculum, applications of mathematics, computer science, special programs, administration and personnel, and mathematics examinations. (PK)

ED 289 421
HE 020 982

Collective Bargaining Agreement between University of Nebraska at Omaha Chapter, American Association of University Professors and the Board of Regents of the University of Nebraska for the Period July 1, 1986 through June 30, 1987.
American Association of Univ. Professors, Washington, D.C.; Nebraska Univ., Omaha.
PUB DATE- Jun 87
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Access to Information; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Equal Opportunities (Jobs); Faculty Evaluation; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; *State Universities; Teacher Dismissal; Teacher Placement; Teacher Promotion; Teacher Salaries; Unions; Work Environment
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Personnel Files; *University of Nebraska

The collective bargaining agreement between the board of regents of the University of Nebraska at Omaha (UNO) and the university chapter of the American Association of University Professors (AAUP) for the period July 1, 1986 through June 30, 1987 is presented. The agreement's five articles include the following: (1) definition of terms; (2) recognition and description of the bargaining unit, including exclusions from the bargaining unit and unit alteration; (3) terms and conditions of employment (academic work environment, services, facilities, and workload; academic freedom and professional responsibility; appointments; performance evaluation; reappointment, promotion and granting of continuous appointment; termination of a primary appointment, definition; non-discrimination; personnel files; and leaves); (4) salary and fringe benefits; and (5) contract management/related provisions (ratification and renegotiation, meet and confer, printing of the agreement, minimum terms, interest succession, UNO AAUP operations, grievance procedures, separability, management rights, no strike, no lockout, and no waiver). (LB)

ED 289 435
HE 021 027

Minkel, C. W.; Richards, Mary P., Ed.
A Model Policy for Graduate Assistantship Administration.
Tennessee Conference of Graduate Schools, Knoxville.

PUB DATE- Sep 83
NOTE- 11p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Employment Practices; *Graduate Students; Guidelines; Higher Education; Models; *Personnel Policy; School Surveys; *Teaching Assistants
IDENTIFIERS- *Teaching Assistant Training Project

A model for employing graduate assistants is presented based in part on a survey of employment conditions during 1980 for graduate assistants at 56 major institutions in all 50 states. Responses were received from 46 or 82% of the institutions. The model is designed to offer directions to institutions that seek to develop or revise assistantship policies and procedures. It is noted that the implementation of an assistantship policy will vary according to the nature, tradition, and needs of the individual institution. Attention is directed to: the philosophy of graduate student assistantships; types of assistantships; qualifications for appointment; appointment procedures; levels of appointment; conditions of service; privileges, rights, and responsibilities of graduate assistants; evaluation of the graduate assistant; and reappointment. The following types of assistantships are defined: teaching assistantship, research assistantship, and administrative assistantship. (SW)

ED 289 449
HE 021 054

Demery, Marie
Academic Skills Module.
Northwestern State Univ., Natchitoches, La.
PUB DATE- 88
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Course Descriptions; Course Evaluation; Educational Objectives; Essays; Goal Orientation; Higher Education; Learning Modules; Memorization; *Notetaking; Questionnaires; Skill Development; Student Evaluation of Teacher Performance; *Study Skills; Test Anxiety; Tests; *Test Wiseness; *Time Management; *Writing Skills

A module consisting of eight academic skills is presented to help students achieve success and graduate from Northwestern State University (Louisiana) and other institutions. The elective course is open to all students, and especially for entering freshmen who have a grade point average of 2.0 or who are enrolled in developmental education courses. The skills are goal-setting, time management, notetaking, concentration, memory, paraphrasing, summarizing, and test-taking. Preventing test anxiety is also covered in a ninth lesson. To help students acquire and use these skills, the following components have been designed: syllabus, academic skills teaching model, academic skills pretest and posttest, guidelines and example for writing the master student essay, and nine lessons. The lessons identify objectives and steps for accomplishing the objective; provide examples; and include a review statement, assignments, and references. A checklist of sequenced objectives for each of the nine academic and test-taking skills is included. Supportive data include two reviews for two open book exams and an evaluation of course and instructor. The course schedule presents a sequential arrangement of the module's instructional components. (SW)

ED 289 477
IR 012 944

Smoliar, Stephen W.
Review of "Conceptual Structures: Information Processing in Mind and Machine."
University of Southern California, Marina del Rey. Information Sciences Inst.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.
REPORT NO.- ISI/RS-87-182
PUB DATE- Mar 87
NOTE- 11p.; ISI Reprint Series. Reprinted from Artificial Intelligence magazine, 1987.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Artificial Intelligence; Book Reviews; Database Management Systems; *Man Machine Systems
IDENTIFIERS- *Conceptual Graphs; *Knowledge Representation; Relational Approach (Information Retrieval)

This review of the book, "Conceptual Structures: Information Processing in Mind and Machine," by John F. Sowa, argues that anyone who plans to get involved with issues of knowledge representation should have at least a passing acquaintance with Sowa's conceptual graphs for a database interface. (Used to model the underlying semantics of a database, these graphs describe data from the user's point of view and access data according to the system's point of view. They also represent functional dependencies in a relational database and support inferences and computations that are not explicit in the initial query.) Sowa's ideas on knowledge representation, cognitive science, and expert systems as presented in the book are discussed, and it is argued that: (1) Sowa's ideas were limited by his concern for Codd's relational model of databases; (2) developments in cognitive science during the eight years that elapsed between Sowa's article in the IBM Journal of Research and Development (July 1986) and the publication of the book have raised issues that he does not confront adequately; and (3) perhaps the most valuable legacy of the book will be its impressive set of references to early scholarship. (RP)

ED 289 536
JC 870 496

Montesi, Sue; Sullivan, Judy
Counseling Functions: Perceptions Survey. Michigan Community/Junior Colleges.

PUB DATE- [86]
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Counseling Services; Counselor Evaluation; *Counselor Performance; *Counselor Role; School Surveys; State Surveys; Two Year Colleges

All community and junior colleges in Michigan were invited to participate in a survey whose primary function was to assess current perceptions of counseling functions at Michigan community and junior colleges. Full-time counselors, faculty, and administrators were requested to express their opinions on the importance and quality of 10 counseling functions performed by the counseling staff at their respective institutions. In addition, participants were asked to compare counselors to other employee groups on their campus in relation to certain job conditions. Finally, respondents indicated their perception of the overall image of counseling on campus. Study findings, based on an analysis of 1,507 completed questionnaires representing 23 institutions, included the following: (1) 75% of the responding colleges had centralized counseling centers; (2) all three groups surveyed shared the same perception of what constituted the top three counseling functions; i.e., academic advising, orientation and registration, and career counseling; (3) only one-third of the counselors thought academic advising should receive more priority than it presently had, while half of the administrators and two-thirds of the faculty believed it should have higher priority; (4) over two-thirds of both the administrators and faculty believed recruiting and marketing should have higher priority; (5) all three groups were in agreement that "administrative functions," "teaching," and "responsibilities to college" were the least important functions; (6) 42% of the faculty and 43% of the administrators felt the number of counselors on their campuses was too low; and (7) the overall image of counseling services on the 23 campuses was generally perceived as adequate. The survey instrument is appended. (EJV)

ED 289 565
JC 880 028

Sargent, Dennis J.; Chambers, Maynard N.
Your Business Plan: A Workbook for Small Businesses in Oregon = Su Plan de Negocio: Un Libro de Trabajo Para Empresas Pequenas en Oregon.
Oregon Small Business Development Center Network, Eugene.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.; Small Business Administration, Portland, OR.
PUB DATE- 87
NOTE- 166p.; For other workbooks in this series, see JC 880 026-031.
AVAILABLE FROM- Oregon Small Business Development Center Network, 1059 Willamette St., Eugene, OR 97401 ($10.00 for either the English or Spanish version of this workbook, plus $1.00 postage and handling per book).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Business Education; *Entrepreneurship; *Planning; Resource Materials; *Small Businesses; Workbooks

Designed as an aid for those investigating the possibility of opening their first business, as well as business owners with many years experience who have never prepared a written business plan, this workbook guides the reader through the steps involved in the preparation of a business plan or feasibility study. After a general discussion of the importance of planning and a personal evaluation form, the workbook provides sections on goal setting, establishing the purpose of the business, determining background information on the relevant industry and the role of small businesses within that industry, and deciding the most appropriate form of doing business (e.g., sole proprietorship or limited partnership). The next sections list steps and ask questions related to the following business aspects: management, personnel, products/services, customers, and location. Next, the workbook reviews the steps in conducting a competitive analysis and developing a marketing strategy. The next sections deal with financial issues, including preparing a personal financial statement, sales forecasting, determining the cost of goods sold, calculating labor-related and nonlabor operating expenses, planning purchases of capital equipment, estimating start-up expenses, projecting income and cash flow, deciding upon sources and uses of financing, preparing balance sheets and break-even analyses, and setting up a timetable. A checklist and sources of information conclude the workbook. The Spanish translation follows the English version. (UCM)

ED 289 580
PS 016 919

Szanton, Eleanor
Missing Links: The Relation of Research to Policy for Infants.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advocacy; *Child Caregivers; *Culture Lag; Early Childhood Education; Federal Legislation; *Individual Development; *Infants; Information Dissemination; Intervention; Parent Teacher Cooperation; Prevention; *Public Policy; Social Action

A sketch of some of the major advances in the field of infant development precedes a discussion which points out five policy implications of the research findings and explores the paradox that public policy lags far behind the current improved state of knowledge. Reasons for societal lack of attention to the needs of infants and for the worsening conditions to which infants are exposed are specified, as are encouraging signs of increased attention to problems facing infants. Listed are concrete examples of such changes, including conferences and publications providing examples of early prevention and intervention programs, statewide publicity efforts, and cover stories on infant day care in nationally distributed magazines. Concluding remarks focus on what researchers can do as advocates in order to move policymakers to take action, and to influence the impact of an amendment to the Education of the Handicapped Act (PL-99-457), and federal legislation, called SOBRA. This legislation allows states to offer Medicaid to families with children up to 2 years of age whose incomes are less than the national poverty level and who do not receive welfare services. (RH)

ED 289 656
RC 016 523

Ballard, Charles G.
Cultural Literacy in the Indian Classroom.
PUB DATE- Dec 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *American Indian Culture; *American Indian Education; *American Indian Literature; American Indians; Cultural Background; *Cultural Influences; Elementary Secondary Education; Legends; Mythology; *Relevance (Education); *Student Needs; Students; Symbols (Literary); Tribes

The Indian student should draw upon the past and also think of the future. He should become familiar with one or two Indian spokesmen who have used their heritage in distinctive ways or who speak for their culture and its preservation. The student should examine his own environment, his classroom, and his associates to see if the direction that might be found in these areas is in his best interest. How can one walk away from home and by so doing eventually return to it? The early Indian educators, it seems, gave two answers to this problem. First, they recognized an early training period and a time when a person somehow had to come to terms with his destiny. So the first answer is that an individual must somehow return as a changed person, a warrior who now has some specific skill that he contributes to the welfare of the community. For the second answer, the myth-makers of the Pacific Northwest suggest that you become a raven and that you begin to travel. This answer is equivalent to creative ethnicity, for it means that if you must leave family and friends, you may still, in essense, take them with you. (Author/JHZ)

ED 289 683
SE 048 768

Marrett, Andrea
Squalls on the Nisqually: A Simulation Game. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 82
NOTE- 70p.; Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecological Factors; *Environmental Education; Interdisciplinary Approach; *Land Use; Marine Biology; Marine Education; Oceanography; Role Playing; Science Activities; *Science and Society; Science Curriculum; Science Education; Science Instruction; Secondary Education; *Secondary School Science; *Simulation; *Social Studies; Water Resources
IDENTIFIERS- *Project ORCA; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, and a bibliography. This guide, designed for the grade 10 through community college levels, contains a simulation game about land use decision making in a coastal zone environment. The simulation is based on a land use proposal submitted by the Weyerhaeuser Company for the development of land near the Nisqually Delta. The students are given the background to the historical development of the Nisqually Delta and relevant information from the environmental impact studies completed for the Nisqually. Through role-playing, students learn about the socio-political and economic interaction involved in a decision making process. Students are encouraged to research their roles and determine positions based on the data. (TW)

ED 289 348
FL 017 062

TESOL Newsletter, Vol. 18, 1984.
Teachers of English to Speakers of Other Languages.
PUB DATE- 84
NOTE- 211p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Bilingual Education; Computer Assisted Instruction; Computer Software; Courseware; Cultural Awareness; Developing Nations; Disabilities; Employment Practices; *English (Second Language); Foreign Countries; Foreign Students; Limited English Speaking; Literacy; Mainstreaming; Newsletters; Part Time Faculty; Professional Associations; Second Language Instruction; Self Evaluation (Groups); Self Evaluation (Individuals); Student Teaching; Teacher Developed Materials; Teacher Education; Technological Advancement; Telephone Usage Instruction; Writing Instruction
IDENTIFIERS- China; Japan; Kenya; Namibia; Peru

The 1984 volume of the Teachers of English to Speakers of Other Languages (TESOL) newsletter includes articles on language competence and cultural awareness in the United States; interest in English in Peru; employment trends; the case method in adult English as a second language (ESL); evaluating computer assisted instruction; the "sakura" technique; writing and editing instruction; practice teaching; ESL literacy; second language learning theory and writing instruction; part-time teaching issues; teaching English to Namibians; international issues; Japanese students; peer telephoning; ESL program self-evaluation; public school teacher education and ESL; ESL in Kenya; public domain software; the handicapped limited-English-proficient student; computer-generated materials for reading comprehension; teacher and ESL association responsibilities; using native pop music for instruction; the importance of language competence in education; teacher self-observation; Chinese English language education; surveys and second language learning; computer technology and national development; the National Association for Foreign Student Affairs; the British Council; instructional software; and bilingual education mainstreaming. Professional announcements, association notes, book and materials reviews, and notes on successful teaching techniques are also presented. (MSE)

ED 289 377
FL 017 092

Chan, Kwok B.; Dorais, Louis-Jacques
Adaptation linguistique et culturelle: L'experience des refugies d'Asie du sud-est au Quebec (Linguistic and Cultural Adaptation: The Experience of Southeast Asian Refugees in Quebec).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- B-164
PUB DATE- 87
NOTE- 220p.
LANGUAGE- French
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); *Cambodians; Climate; Diglossia; Economic Factors; Elementary Secondary Education; Foreign Countries; Immigrants; Indochinese; Land Settlement; *Refugees; *Social Adjustment; *Vietnamese People
IDENTIFIERS- *Quebec (Montreal)

A collection of papers, in English and French, on the adjustment processes and problems of Southeast Asian refugees in Quebec includes: "Prelude to Resettlement: A Clinical View on the Transit Camp Experience of Vietnamese Refugees" (David Loveridge, Kwok B. Chan); "Une communaute culturelle en situation de diglossie: Les Vietnamiens du Quebec" (Lise Pilon-Le); "Problemes d'adaptation scolaire des enfants Vietnamiens au Quebec" (Nguyen Quy Bong); "Adaptation economique des refugies Indochinois de la seconde vague (1979-80): L'exemple du Quebec" (Gilles Deschamps); "Froide solitude et neige paisible: Les Indochinois a Quebec" (Louis-Jacques Dorais); "Les Vietnamiens a Quebec et leurs problemes d'integration" (Nguyen Huy, Dean Louder); "Les determinants du processus d'adaptation sociale et linguistique des Vietnamiens a Quebec" (Thuy Pham-Nguyen); "L'implantation des Cambodgiens a Montreal: Marche vers le village" (Gilles Cossette, Pen Phan); "Les Vietnamiens dans la Beauce" (Que T. Pham); and a concluding paper by Louis-Jacques Dorais and Kwok B. Chan. (MSE)

ED 289 392
HE 020 851

Baron, Patricia B.
Graduate Student Recruitment.
PUB DATE- 87
NOTE- 6p.
AVAILABLE FROM- Council of Graduate Schools, One Dupont Circle, Suite 430, Washington, DC 20036-1173.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Graduate Students; *Graduate Study; Higher Education; *Marketing; Models; *Program Effectiveness; Program Evaluation; *Student Recruitment; Surveys

A study of graduate student recruitment practices was conducted in the spring of 1986 to determine the current practice of graduate schools and to determine the extent to which they are using marketing techniques. The members of the Council of Graduate Schools were surveyed; 250 graduate schools responded (69% response rate). Questions concerned the effectiveness of recruitment programs, responsibility for recruitment financial and personnel resources for recruitment, and evaluation of recruitment efforts. Ratings of selected recruitment strategies and marketing techniques were requested. Among the results presented and discussed here are the following: the most cost effective recruitment strategies were considered to be personal contact, publications, and financial assistance, among others; and a significant relationship was found between the effectiveness of a recruitment program and the presence of professional recruitment personnel. Based on the results of this study and the literature reviewed, a model for graduate student recruitment was developed. Each of the following steps in the model is discussed: (1) assessment (analysis of the institution, the students, the "competition," and the job market); (2) developing recruitment and enrollment objectives; (3) developing recruitment plans and recruitment strategies to meet the above objectives (involving academic and financial considerations, publicity and advertising, segmentation of the student market, and other factors); (4) implementing a recruitment program; and (5) monitoring and evaluating the recruitment program. (KM)

ED 289 462
IR 012 926

McLean, Lois; And Others
The Effects of Format of Synthesizer on Conceptual Learning. IDD&E
Working Paper No. 13.
Syracuse Univ., N.Y. School of Education.
PUB DATE- Jun 83
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Audiotape Recordings; Control Groups; *Definitions; High Schools; Hypothesis Testing; *Instructional Design; *Intermode Differences; Predictor Variables; Pretests Posttests; *Recall (Psychology); Slides; Tables (Data)
IDENTIFIERS- *Elaboration Theory; *Synthesizers

One of the important components of the elaboration theory (Reigeluth, 1979) is the synthesizer, which provides information to relate and integrate a set of concepts and which can appear in different formats. This study investigated the effectiveness of three formats of post-instruction synthesizer on student recall of definitions of concepts and recall of relationships among those concepts. The subjects were 47 high school students who were randomly assigned to five groups: (1) no synthesizer (instruction only); (2) visual synthesizer (tree-chart diagram); (3) verbal synthesizer (written prose); (4) visual plus verbal synthesizer; and (5) control (posttest only). The four treatment groups simultaneously viewed a general-to-detailed slide-tape presentation on microcomputer system parts. A 41-item, short-answer posttest was administered to the no-synthesizer group immediately and to the other three experimental groups following brief study of their assigned synthesizers. Although no significant differences were found between the treatment groups on remembering definitions, the diagram synthesizer group was significantly better at remembering the relationships than the verbal and no-synthesis groups, and the diagram plus verbal synthesis group was significantly better than the no-synthesis group. Contrary to the three hypotheses tested, these results suggest that instruction for parts-conceptual relationships should use a visual-only synthesizer format. This report includes examples of different synthesizers as well as five references. (Author/RP)

ED 289 551
JC 880 007

Maestas-Flores, Margarita; Chavez, Mauro
PUENTE Project: The Mentor's Guide.
Evergreen Valley Coll., San Jose, Calif.
PUB DATE- 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Community Colleges; *Community Support; *Hispanic Americans; Leaders Guides; *Mentors; *School Community Relationship; *School Holding Power; Self Esteem; Two Year Colleges

This manual was developed for individuals serving as mentors in Evergreen Valley College's PUENTE Project, a program which integrates the skills of an English teacher, a Hispanic counselor, and Hispanic professionals/mentors into a team structure in an attempt to assist Hispanic students in making academic improvements, to build self-confidence, and to motivate students to achieve career and educational goals. The manual covers the following: (1) a description of the PUENTE Project, including information on the PUENTE model, the program sequence, and data on student achievement; (2) an examination of the role of a mentor; (3) an article on "The Value of Mentoring," by Mauro Chavez; and (4) information on the process whereby students contact and set up formal and informal interviews with their mentors. Appendices include a copy of the student guide for interviewing mentors; a list of student assignments for PUENTE mentor activities; a sample student paper on "Career Decisions"; lists of personnel and colleges involved in the project; a sample mentor profile form, and a PUENTE Project booklet. (UCM)

ED 289 595
PS 017 025

Guia para Los Coordinadores Educativos de Head Start (A Guide for Education Coordinators in Head Start).
Creative Associates, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
REPORT NO.- ISBN-1-55672-021-1
PUB DATE- Aug 86
NOTE- 246p.; For the English version, see PS 017 023.
CONTRACT- 105-85-1522
LANGUAGE- Spanish
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Early Childhood Education; Parent Participation; Personnel Evaluation; *Program Administration; Program Evaluation; *Program Implementation; Staff Development; Teacher Supervision
IDENTIFIERS- *Project Head Start

This guide addresses the roles and responsibilities of education coordinators in Head Start programs. The guide covers the key roles of the coordinator: (1) leading the education component; (2) planning, implementing, administering, and monitoring the educational services; (3) supervising staff; (4) training staff and parents; and (5) evaluating the educational program. With the exception of the first chapter, which is an overview of Head Start and the education component, each of the eight chapters begins with an outline of the responsibilities of the coordinator in that role, a list of activities to perform and documents to review before reading the chapter, and a self-assessment. Narrative discussions of concepts and strategies related to fulfilling relevant reponsibilities follow. Each chapter concludes with a topical bibliography of annotated resources. (PCB)

ED 289 611
PS 017 051

Report to the Legislature on the Early Childhood Health and Developmental Screening Program, 1985-86.

Minnesota State Dept. of Education, St. Paul. Div. of Development and Partnership.

PUB DATE- 8 Dec 86
NOTE- 31p.; Some pages printed on yellow colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; Policy Formation; *Preschool Children; Preschool Education; Program Descriptions; *Program Effectiveness; Program Evaluation; *Staff Utilization; State Legislation
IDENTIFIERS- *Developmental Screening; Minnesota; *Screening Programs

Addressed to the Minnesota State Legislature, this report on Minnesota's Early Childhood Health and Developmental Screening Program discusses issues related to program goals and program implementation, overviews the program, and reports and summarizes statewide program results for 1985-86. Issues discussed concern responsibility for the program, cost effectiveness, effects of reduction in funds, scope of effort, relation of the program to early childhood family education and special education programs, and future trends in early childhood screening. The program overview focuses on Minnesota legislation and rules mandating and regulating health and developmental screening, and the February, 1985 revised handbook for the early childhood screening program. Reported program results describe participation in screening, concerns that were identified, and staffing patterns. An appendix provides Minnesota statutes regulating preschool health screening. Also included in the report is a copy of the Minnesota State Board of Education's resolution of support for early childhood health and developmental screening. (RH)

ED 289 363
FL 017 077

Inman, Marianne E.
How Foreign Language Study Can Enhance Career Possibilities. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 4p.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Business Communication; Careers; *Curriculum Development; Educational Benefits; Educational Needs; Higher Education; *Job Skills; *Language Proficiency; *Professional Occupations; Second Language Instruction; *Second Languages
IDENTIFIERS- *ERIC Digests

Proficiency in a foreign language combined with knowledge and skills in another professional area is highly desirable in the marketplace. Business places the greatest emphasis on this combination, although language skills rank well below other selection factors. Most employers provide language training when necessary, but the amount of time available and the level of proficiency attained are usually very limited. Many employees become discouraged at the magnitude of the language learning task. An employee with a solid language knowledge and business or managerial skills has a competitive edge over other job applicants, and bilingual individuals are in great demand. Miscommunication that occurs when employees do not have foreign language skills can mean missed opportunities and unsuccessful business dealings. Many secondary and postsecondary schools have developed nontraditional, interdisciplinary foreign language courses as a result of this need and of general dissatisfaction with traditional language instruction. Study or work abroad is often included in the program. The integration of career and foreign language studies contributes significantly to both the business community and the foreign language education profession, filling a critical need and leading to increasingly successful global interactions. (Author/MSE)

ED 289 492
IR 012 959

Ellington, Henry
How Computers Can Be Used in Tertiary Education. Teaching and Learning in Higher Education, 9.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 19p.; For a related guide, see IR 012 968.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Literacy; *Computers; *Computer Uses in Education; Courseware; Databases; Foreign Countries; Higher Education; Programing; Teacher Attitudes

The first of three parts of this booklet, which assumes no previous knowledge of computers or programming, explains what computers are and briefly describes the components of a computer system. The second section examines the different ways in which the computer can be used in higher education, including its use: (1) as a "super calculator"; (2) to teach about computers and programming; (3) as a direct aid to the teaching/learning process; (4) in an administrative or managerial role; and (5) as a database. The third section discusses technical factors, factors relating to the availability of software, attitudinal factors, and other factors affecting the educational use of computers. An annotated list of four references recommended for further reading is included. (MES)

ED 289 523
IR 052 242

A Maricopa County Library Plan. 1987 Revision.
Maricopa County Library Council, Meza, AZ.
PUB DATE- 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; Government Role; Higher Education; Information Needs; Interlibrary Loans; Library Collection Development; *Library Cooperation; Library Education; *Library Planning; Library Services; *Needs Assessment; *Objectives; *Profiles; *Public Libraries; School Libraries; Special Libraries
IDENTIFIERS- *Arizona (Maricopa County); Library Development; OCLC

Compiled by the Maricopa County Library Council, Inc., a countywide library planning body made up of representatives of the various sizes and types of libraries in Maricopa County, Arizona, this planning document describes the current level of development in the county's public libraries and presents recommended development goals for college, university, special, elementary, and secondary school libraries in the county. A number of difficulties associated with coordinated, cooperative planning efforts in a large, fast-growing area such as Maricopa County are discussed, and use of OCLC for collection development and interlibrary lending and borrowing is recommended to facilitate cooperation among libraries. In addition to statements of goals and objectives, this report includes an executive summary; background information on the community and its libraries; five charts/maps showing the geography of the county and various factors related to libraries; profiles of individual libraries of each type represented in the county; and a report on an assessment of the current status of library services and resources in the county, including levels of public library service, growth, governmental changes, interlibrary cooperation, and library education. (CGD)

ED 289 627
PS 017 075

Kids with Keys...Parents with Jobs...Who's in Charge? = Hijos con llaves...Padres que trabajan...Quien manda?
National PTA, Chicago, Ill.
PUB DATE- [86]
NOTE- 17p.
AVAILABLE FROM- The National PTA, 700 North Rush Street, Chicago, IL 60611-2571.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *After School Programs; Child Responsibility; *Employed Parents; Guidelines; *Latchkey Children; Learning Activities; *Parent Child Relationship; *Parent Responsibility; Parent Role; School Age Day Care; *Social Support Groups

Two booklets, one in English and one in Spanish, offer information, suggestions, and guidelines for working parents of latchkey children. Parents are shown ways to: (1) seek alternatives to self-care for their children; (2) practice good parent-child communication; (3) find out about available support services; (4) teach responsibility and self-discipline to their children; and (5) suggest constructive activities for their children to become involved in. Resources for further reading are cited. (RH)

ED 289 642
RC 016 448

Oliveira, Victor J.
Distribution of Rural Employment Growth by Race: A Case Study. Rural Development Research Report Number 54.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- RDRR-54
PUB DATE- Jan 86
NOTE- 26p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Case Studies; Education Work Relationship; Employment Opportunities; *Employment Patterns; Females; Immigrants; Males; *Racial Factors; Rural Areas; Rural Development; *Rural Economics; *Whites
IDENTIFIERS- *Economic Growth; *Economic Impact; Economic Impact Studies; Georgia

Whites benefit more than blacks from rural economic growth according to the findings of a 1982 survey of over 75,000 households in 10 rural counties in southern Georgia, selected to represent fast growing nonmetro areas with mixed manufacturing and commercial agriculture-based economies with substantial minority populations. From 1976 to 1981, a period of rapid employment growth, the percentage of white women with jobs in the study area increased, while the percentage of black men with jobs decreased. Among employed persons, whites increased their share of higher wage jobs. Persons who moved into the area obtained higher paying jobs than did other residents. These immigrants, most of whom were white, in general took larger shares of the new jobs than did continuous residents of both racial groups. Among nonworking adults in 1981, blacks were more likely than whites to report that they wanted to work. Nonworking blacks, more than nonworking whites, reported that they could not find jobs or that they could not meet hiring requirements. Low education levels, which may be reflected in low skill levels, prevented blacks from sharing more in increased job opportunities. Improving the education and job training of poor residents, especially blacks, is essential to distributing economic benefits more equally. (Author/NEC)

ED 289 699
SE 048 784

Pollard, Jim, Ed.
Ideas for Integrating the Microcomputer into Science Instruction.
Northwest Regional Educational Lab., Portland, OR. Computer Technology Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 31p.
CONTRACT- 400-86-006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Chemical Reactions; Chemistry; *Computer Assisted Instruction; Computer Graphics; Computer Uses in Education; *Courseware; Laboratory Procedures; *Measurement; *Science Activities; Science Education; *Science Experiments; Science Instruction; Science Materials; Secondary Education; *Secondary School Science; Weather

Much of the innovation in the use of microcomputers in education has come from classroom teachers who are using computers with students. In October, 1987, forums were held for secondary school science teachers who were using computers in their science classes. Within this document are some of the lesson plans that the participating teachers brought to the sessions. The lessons outlined in the booklet include computer applications for: (1) physical science laboratories; (2) stratigraphy; (3) teaching about significant digits; (4) weather forecasting; (5) chemical reaction synthesis; (6) creating a database about tides; (7) science laboratory tools which measure heat, light, and temperature; and (8) a teacher-made program dealing with laboratory calculations. The descriptions contain the name and address of the contributor, the target audience of the lesson, the hardware and software needed, and a brief statement about the purpose and objectives of the lesson. Some of the lessons also include a listing of the computer courseware and some sample student worksheets. (TW)

ED 289 713
SE 048 798

Consumer Mathematics, Vol. II. Computer Applications.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum
and Instruction.
REPORT NO.- Curric-00-6070-41; ISBN-88315-693-8
PUB DATE- 86
NOTE- 409p.; For related documents, see SE 048 796-797.
AVAILABLE FROM- New York City Board of Education, Division Curriculum
& Instruction 131 Livingston St., Brooklyn, NY 11201 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algorithms; *Computer Assisted Instruction; Computer
Oriented Programs; Computer Uses in Education; *Consumer Education;
Courseware; High Schools; Mathematical Applications; Mathematics
Education; *Mathematics Instruction; *Mathematics Skills; Money
Management; *Problem Solving; Secondary Education; *Secondary
School Mathematics; Taxes
IDENTIFIERS- *Consumer Mathematics; New York City Board of Education

This document serves as Volume II of a two-part course designed to improve mathematical proficiency and understanding as the student is given practice in relevant problem-solving situations. It includes the mathematics skills needed to make sound consumer decisions. The purpose of this course is to review, reinforce and extend concepts learned in the Fundamentals of Mathematics course. The focus of this course is on solving consumer-related problems. The use of a calculator is highly encouraged to allow the student to concentrate on the concept, rather than on computation. Volume II of Consumer Mathematics contains computer applications for many of the topics contained in Volume I. The lessons involve using electronic spreadsheets and applying them to real-life situations. The electronic spreadsheets can be used for teaching problem solving as well as for the study and implementation of algorithms. Teachers may choose to integrate these lessons into the corresponding units from Volume I or they may choose to teach the lessons from Volume II after completing Volume I. (Author/PK)

ED 289 729
SE 048 814

Cobern, William W.; White, John E.
Science Teacher Training In a Five-Year Developmental Liberal Arts Program.
PUB DATE- 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Southwest Regional Division of the Association for the Education of Teachers in Science (1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Science; Course Content; *Course Descriptions; *Educational Philosophy; Education Courses; Higher Education; Internship Programs; Liberal Arts; *Preservice Teacher Education; Schools of Education; *Science Education; Student Teaching; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Austin College TX

This report to the 1988 annual meeting of the Southwest Regional Division of the Association for the Education of Teachers in Science details the Austin Teachers Program (Austin College, Sherman, Texas). The paper discusses: (1) the underlying philosophy of the program; (2) organizational features; (3) the role of liberal arts; and (4) signs of effectiveness. A brief description of education courses for undergraduates and graduates (fifth year) is included. The focus of this report is on science education and concludes with a brief discussion of future plans for science education. (CW)

ED 289 408
HE 020 882

Gordon, Roosevelt, Jr.

An Investigation of Non-Traditional Black Students at a Public Urban University, and the Effects of a University Mandatory Tutoring and Advisement Program on Student Development, Retention and Grade Point Averages: A Literary Review.

PUB DATE- [87]
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Advising; *Academic Persistence; *Black Students; College Students; Educational History; *Grade Point Average; Higher Education; Public Colleges; School Holding Power; Student Development; *Tutoring; *Urban Universities

The background concerning educational programs and practices designed to promote the development, retention, and grade point averages of black college students is traced. The literature reveals historical events and legislative statutes that brought a system of educational inequality to blacks in America. A dual educational system has meant that blacks have required assistance to gain access to education and to compete with a white society that has been exposed to education for over 200 years prior to blacks. Tutoring has been a method to assist nontraditional students academically. Some colleges require students to sign contracts to use available academic support services as part of their college admission. Based on the literature, approaches are cited to improve the counseling relationship between counselor and black students. In addition to considering student development in general, problems encountered by black students on predominantly white campuses are addressed, along with reasons for attrition and methods to decrease attrition of black students on predominantly white campuses. Mandatory participation in counseling/advisement and tutoring for students in special assistance programs is advocated. Fifty-four references are listed. (SW)

ED 289 422
HE 020 987

Agreement between University of Cincinnati and AAUP, University of Cincinnati Chapter, September 1, 1986 to August 31, 1989.
American Association of Univ. Professors, Washington, D.C.;

Cincinnati Univ., Ohio.
PUB DATE- 1 Sep 86
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; Compensation (Remuneration); *Contracts; Department Heads; Fringe Benefits; Grievance Procedures; Higher Education; Insurance; Leaves of Absence; Librarians; *Personnel Policy; Released Time; Retirement Benefits; *State Universities; Teacher Salaries; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Dues Checkoff; *University of Cincinnati OH

The collective bargaining agreement between the University of Cincinnati and the university chapter of the American Association of University Professors (AAUP) covering the period September 1, 1986 through August 31, 1989 is presented. The 42 articles, grouped into seven categories, cover the following: (1) basic principles (recognition and description of bargaining unit, academic freedom, academic safeguards and responsibilities, non-discrimination, and affirmative action); (2) faculty and librarian status (appointments, reappointment, promotion, tenure, continuous appointment, grievance procedure, disciplinary hearing and dismissal for cause); (3) compensation (compensation, increases for part-time and geographic full-time faculty, minimum salaries, overloads, academic unit head compensation, and additional compensation); (4) fringe benefits (medical, dental, life, disability insurance; health maintenance plans; sick leave; retirement programs; academic leave, study and research leave for librarians, and special duty assignments; professional, personal, child-rearing, vacation, and military leaves and released time for education and for librarians; special or emergency leaves; professional travel); (5) governance (governance of the university; retrenchment under conditions of financial exigency; termination because of discontinuation of a program, department, college, or library; institutional responsibilities; academic unit heads); (6) bargaining agent (rights and duties, dues check-off, released time, disputes and arbitration); and (7) agreement administration. (LB)

ED 289 436
HE 021 028

Williams, J.; And Others
Training FTAs: Report of a Needs Analysis.
PUB DATE- 24 Apr 87
NOTE- 21p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. Paper presented at the International Convention of Teachers of English to Speakers of Other Languages (Miami Beach, FL, April 24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Communicative Competence (Languages); *English (Second Language); *Foreign Students; *Graduate Students; Higher Education; Language Skills; Teacher Student Relationship; *Teaching Assistants
IDENTIFIERS- Drexel University PA; *Teaching Assistant Training Project; University of Pennsylvania

Results of a need analysis of foreign-born teaching assistants (FTAs) at Drexel University (Pennsylvania) and also at the University of Pennsylvania are presented. Attention was focused on the duties and performance of native speaker TAs and the linguistic and interactional skills that account for success, and problems that negatively affect FTA performance. Questionnaires were completed by FTAs and native-speaker TAs in science and engineering departments, as well as by department heads and faculty involved in TA supervision. Observations were made in classes, laboratories, and office-hour sessions in a variety of departments. Written material that had been graded or created by TAs were also evaluated. Findings include: TA duties varied widely by department; TAs, particularly FTAs, were not selected as classroom teachers very often in their first year; frequently TAs were lab instructors and graders; a main problem for FTAs was pronunciation; and stress timing of English and intonation patterns also posed problems for FTAs. Consideration is also given to discourse strategies, repetition, summarizing, refocussing, non-linguistic strategies, classroom interaction, and cultural issues. (SW)

ED 289 450
HE 021 055

Wechsler, Harold, Ed.
The 1987 NEA Almanac of Higher Education.
National Education Association, Washington, D.C.
PUB DATE- 87
NOTE- 135p.; Some tables contain small print.
AVAILABLE FROM- National Education Association, 1201 16th Street, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accrediting Agencies; Aptitude Tests; College Faculty; Community Colleges; Degrees (Academic); *Educational Finance; *Educational Trends; Endowment Funds; *Enrollment Trends; Federal Aid; Federal Legislation; Fellowships; Foreign Students; *Higher Education; Majors (Students); Minority Groups; Teacher Salaries; Unions
IDENTIFIERS- *National Education Association

Statistics on higher education, a review of developments during 1985-1986, a list of resources and references, and information on the National Education Association (NEA) are presented. Information is included on: new books on higher education, federal legislation concerning higher education, federal higher education grants, and winners of college athletic games. Fellowship sources for college faculty, accrediting bodies in higher education, and higher education journals and reference aids are covered, along with NEA policy statements and committees on higher education. Statistical profiles covering 1985-1986 and previous years include: enrollments in U.S. colleges and universities by state or other areas; enrollments by level of instruction and type of control; enrollments of minority groups for two-year and four-year institutions; foreign student enrollments and majors; community college enrollments and tuition; popular majors by degree level; trends in scores on the Scholastic Aptitude Test and the American College Testing Program; state and federal higher education appropriations; salaries by academic rank and whether the faculty have unions; and endowments for specific institutions. (SW)

ED 289 508
IR 012 975

Ellington, Henry
Some Hints on How To Study Effectively. Teaching and Learning in Higher Education, 25.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Assignments; *Educational Resources; Foreign Countries; Higher Education; Learning Processes; *Learning Strategies; Student Development; Student Responsibility; Student Role; Study Habits; *Study Skills; *Test Wiseness; *Writing Skills

Designed to help students develop efficient and effective study skills, the first of five sections in this booklet discusses the student role, including the overall purpose of a course of study, the student's obligations and responsibilities, ways in which a student is expected to develop, and the importance of organization. The second section looks at the actual learning process, explaining how learning occurs and how to achieve effective learning. The various resources available to students are reviewed in the third section: (1) teaching staff; (2) teaching support staff (library staff, computer specialists, technicians); (3) student services staff; (4) fellow students; (5) private learning resources (lecture notes, textbooks); (6) libraries and the materials they contain; (7) laboratories, studios, self-study centers, and other specialized facilities; and (8) computer facilities and associated software. Ways in which students can profit from these resources are also suggested. Focusing on course assignments, the fourth section shows how to prepare projects, reports, and essays in a systematic and professional manner. The final section shows how to prepare effectively for examinations and describes some test taking techniques. Four references on study methods and three on writing are recommended for further reading. (MES)

ED 289 581
PS 016 944

Zinsser, Caroline
Over a Barrel: Working Mothers Talk about Child Care.
Center for Public Advocacy Research, New York, NY.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; New York State Dept. of Social Services, Albany.
PUB DATE- Sep 87
NOTE- 57p.
AVAILABLE FROM- Center for Public Advocacy Research, Inc., 12 West 37 Street, New York, NY 10018 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employed Parents; Family Life; *Family Problems; *Parent Attitudes; *Selection; Social Change
IDENTIFIERS- Social Needs; *Social Policy

Transcribed audiotapes were analyzed to identify themes and patterns of perception in the opinions of 24 working mothers who discussed their employment, child care arrangements, and families. Parents in four discussion groups spoke freely. Their comments are reported in sections focusing on parents' choice of child care arrangements, methods used to choose child care arrangements, ways in which parents combine child care and work, parents' problems with child care arrangements, and the changing patterns of child care. Findings show that parents operate on assumptions that do not necessarily correspond to the realities of child care policy, and policymakers operate on assumptions that often do not correspond to the realities of family life. It is concluded that the discontinuities revealed in the data reflect the fact that neither national nor statewide systems of child care presently exist; what does exist is a patchwork of different rules and regulations which apply to different situations under varying circumstances, but not comprehensively. Policymakers' recourse to expediency has led to confusion rather than a coherent overall plan for providing parents with adequate child care. Recommendations for social policy are offered. (RH)

ED 289 657
RC 016 524

Craddick, Jan O.
Evaluating the Early College Incentive Program.
PUB DATE- Feb 86
NOTE- 61p.; Ed.D. Practicum, Nova University.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Environment; *College Preparation; Course Objectives; Course Selection (Students); Grade 9; *Grade Point Average; Higher Education; Junior High Schools; *Junior High School Students; Participant Characteristics; *Program Effectiveness; Program Evaluation; *Rural Youth; *Student Attitudes; Student College Relationship; Summer Programs; Transitional Programs
IDENTIFIERS- Alaska; *Sheldon Jackson College AK

To address the lack of academic and social preparation that many rural Alaskans have when they first arrive at college, in 1985 Sheldon Jackson College (Sitka, Alaska) initiated the Early College Incentive Program (ECIP) to expose junior high students to college learning and living requirements, reduce cultural shock (Sheldon Jackson's student body is 72% Alaskan and 56% Native Alaskan), and excite students about college opportunities. From 125 applicants, 38 were selected to attend the 2-week summer program on campus; 36 successfully completed the program. This 1986 study's objective was to determine whether participation in the ECIP had had a significant effect on participants' preparation for college and attitudes about college. The number of college preparatory courses taken, the grade point average (GPA) for the college preparatory courses, and participants' attitudes about college were compared with the same measures for two 9th-grade control groups. Findings showed that although there were no significant differences at the .05 level between the groups in course selection or college planning, there was a significant difference at the .05 level in GPAs. Continuation of the program is warranted, and the study and evaluation are being used in development of future programs. (JMM)

ED 289 671
RC 016 542

Fletcher, Richard K., Jr.; And Others
A Comparison of Responses on the Good School Survey by Rural School Teachers and Students of Middle Tennessee at Three School Levels.
SPONS. AGENCY- Tennessee Technological Univ., Cookeville. Rural Education Research and Service Consortium.
PUB DATE- 20 Nov 86
NOTE- 66p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 20, 1986). For related report, see RC 016 319.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Educational Attitudes; *Educational Environment; Educational Facilities; Elementary Schools; Elementary Secondary Education; High Schools; Middle Schools; Organizational Climate; Regional Characteristics; Rural Education; *Rural Schools; School Attitudes; *School Effectiveness; School Surveys; *Student Attitudes; Tables (Data); *Teacher Attitudes; Teacher Characteristics; Teacher Student Relationship
IDENTIFIERS- *Good Schools Project (Kappa Delta Pi); *Tennessee (Upper Cumberland)

This paper compares responses of 660 teachers and 3,420 students from 36 schools (23 elementary, 4 middle, 9 secondary), located in 14 rural Tennessee counties, by school level on the Good Schools Survey instruments. Data represent teacher and student perceptions of classroom practices, support services/facilities, commitment, and goal attainment. Results indicate high school teachers were generally less positive about their students, principals, inservice training opportunities, and expectations related to student learning than were elementary and middle school teachers. Middle school teachers were most positive. Approximately 20% of elementary teachers viewed items relating to school operation and administration negatively. Elementary teachers showed more positive attitudes toward student learning, self-worth, acceptance of other cultures, amd self-reliance than did secondary teachers. High school teachers appeared most willing to offer help to students with problems and viewed themselves as more open to alternate viewpoints on classroom subject matter than did their students. Elementary students and teachers viewed student-to-student and student-to-teacher interaction more favorably. Secondary students deemed peer relationships to be stronger. Elementary students reflected more positive images of teachers' enjoyment/willingness to work hard. Younger students viewed school work as important and school as a good place to be more than did secondary students. The study data is displayed in eight tables which comprise the bulk of the document. (NEC)

SE

ED 289 684
SE 048 769

Marrett, Andrea
Tides. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of

the State Superintendent of Public Instruction, Olympia.
PUB DATE- 80
NOTE- 67p.; Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Earth Science; Environmental Education; Interdisciplinary Approach; Marine Biology; *Marine Education; *Oceanography; *Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Water Resources
IDENTIFIERS- *Project ORCA; Tides; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This activity packet, designed for the junior high level, is an introduction for students to the nature of tides. It includes activities designed to aid the student in understanding the relationship between the tides and the position of the sun, moon and earth. Other activities aid students in reading tide charts and in making predictions about tides. The skills students learn are used in a final activity that examines tidal activity in Puget Sound. (TW)

ED 289 378
FL 017 093

Sandefur, John R.
Kriol of North Australia: A Language Coming of Age. Work Papers of SIL-AAB, Series A, Volume 10.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.
PUB DATE- Dec 86
NOTE- 257p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; *Creoles; Descriptive Linguistics; Diachronic Linguistics; English; Foreign Countries; *Geographic Distribution; *Indigenous Populations; *Language Classification; Language Maintenance; Language Planning; *Language Usage; Pidgins; Public Policy; Second Language Instruction; Sociocultural Patterns; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- Aboriginal People; *Australia; *Kriol

A study of North Australia's Kriol language situation identifies the language, its speakers, its functions, and the sociopolitical factors in its emergence as an autonomous language. The first chapter reviews the development of the linguistic field concerning pidgins and creoles, looking especially at the concepts developed to explain the rise and decline of these languages worldwide. Chapter two traces the general development of English-related forms of Aboriginal speech throughout Australia and establishes the position of Kriol relative to Torres Strait Creole and Aboriginal English. The distribution of speakers, the relative use of Kriol in their communities, and variations in Kriol are also described. The third chapter considers whether or not Kriol is an Aboriginal language, based on Aboriginal use of and attitudes toward it. Chapter four examines the effects of government policies in Kriol's development, focusing on one Aboriginal community where Kriol has been spoken as a native language for four generations and the administrative, educational, medical, and church entities within it. The final chapter documents Kriol use by the government in communication and education, especially in a bilingual education program. The importance of Kriol in future educational planning is also discussed. A number of maps and diagrams are included, as well as an extensive bibliography. (MSE)

ED 289 393
HE 020 852

Syverson, Peter D.
First CGS/GRE Enrollment Survey Data Released.
Council of Graduate Schools in the U.S., Washington, D.C.
PUB DATE- 87
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Doctoral Programs; *Enrollment Trends; Females; Full Time Students; *Graduate Students; *Graduate Study; Higher Education; Institutional Characteristics; Males; Masters Programs; Part Time Students; Private Colleges; Public Colleges; Sex Differences

Preliminary results of the 1986-87 Council of Graduate Schools/Graduate Record Examinations (CGS/GRE) Enrollment Survey are presented. Respondents totaled 512 of the 552 U.S.institutions surveyed, for a 93% response rate. Highlights of the survey results include: (1) CGS and affiliated institutions enrolled 85% of the total graduate enrollment nationwide, with public institutions representing 70% of these enrollments; (2) nearly half of the students were women; (3) among master's-only institutions, 56% of the students were women; (4) part-time students comprised 52% of the total enrollments; and (5) graduate students at private institutions were somewhat more likely to be male (51% versus 48%) and full-time (43% versus 41%) than their counterparts at public institutions. Statistical tables give data on total enrollment by institution type and sex, and by institution type and enrollment status (1986), first-time enrollment by institution type and sex (1986), graduate degrees awarded by sex (1985-1986), and a profile of graduate enrollment by region (1986). (KM)

ED 289 463
IR 012 928

Keller, John M.
Motivational Design. IDD&E Working Paper No. 15.
Syracuse Univ., N.Y. School of Education.
PUB DATE- Aug 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Psychology; *Instructional Design; Instructional Effectiveness; *Learning Motivation; *Learning Theories; Models; *Motivation Techniques; Research Needs; Student Motivation
IDENTIFIERS- *Motivational Design

This paper reviews four categories of models of motivational design, which is an aspect of instructional design that refers specifically to strategies, principles, and processes for making instruction appealing. Grounded in psychological theories of human behavior, the models in the first three categories discussed are based on person-centered theories, environmentally-centered theories, and interaction theories; the fourth group has a more pragmatic origin and includes omnibus models that incorporate both instructional design and motivational design strategies. Obstacles to motivational design are also discussed, including the unstable nature of motivation, which is related to the difficulties in establishing a useful theory of motivation; the multiplicity of motives and goal orientations of individuals; and the problem of measurement. A discussion of the growth and development of motivational design theory concludes the paper and 23 references are provided. (RP)

ED 289 478
IR 012 945

Smith, Gary R.
Computer-Based Information System Cultivated To Support a College of Education.
PUB DATE- 15 Jan 87
NOTE- 19p.; Paper presented at the Annual Conference of the Michigan Educational Research Association (Ann Arbor, MI, January 15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Databases; Demography; Employment Statistics; Higher Education; Information Retrieval; *Information Systems; *Local Area Networks; Program Evaluation; School Registration; *Schools of Education; *Student Records
IDENTIFIERS- ERIC; Michigan Professional Personnel Register; *Wayne State University MI

This brief paper discusses four of the computer applications explored at Wayne State University over the past decade to provide alternative solutions to problems commonly encountered in teacher education and in providing support for the classroom teacher. These studies examined only databases that are available in the public domain; obtained original documentation where possible for each database considered; and avoided elaborate analyses of data in favor of descriptive statistics. Successes realized and problems encountered are discussed for each of the four databases described: (1) a student data file from the registration data collected by the university for all students in the College of Education, which provided the foundation for the college's response to an accreditation review of all university programs in 1986; (2) the Michigan Professional Personnel Register, an annual census of the state's public school teachers, administrators, and other professionals, which has been used in studies of the college and its graduates; (3) the Educational Resources Information Center (ERIC), which has been mounted on a mainframe computer and made available to students at the university; and (4) the development of a local area network which is to be integrated into the teaching, research, and service functions of the college. Diagrams of the major components of the College of Education's computer-based information systems and the components of the local area network are provided as well as 27 references. (RP)

ED 289 537
JC 870 500

Reis, Elizabeth
Reverse Transfer Project, Summer 1986.
Moraine Valley Community College., Palos Hills, IL. Office of Institutional Research.
PUB DATE- Feb 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Choice; College Students; *College Transfer Students; Community Colleges; *Dual Enrollment; *Participant Satisfaction; *Student Recruitment; *Summer Programs; Two Year Colleges; Two Year College Students

In 1986, a Reverse Transfer Project was initiated at Moraine Valley Community College (MVCC) in order to promote the summer school attendance at MVCC of "reverse transfer" students (i.e., students who attended another institution during the regular academic year). A mailing, containing a cover letter, informational brochure, summer catalog, and registration form, was sent to 5,657 college students within the MVCC district. The return rate on the mailing, as measured by the number of students who received the mailing and registered for a summer school class at MVCC, was 20%. The 972 reverse transfer students generated a total of 4,831 semester credit hours, with the most popular subject areas being mathematics (290 students), business (196 students), and communications (190 students). A survey was sent to a random sample of 536 of the reverse transfer students to determine why they came to MVCC for summer school. Responses from 138 students indicated that: (1) 50.4% of the transfers were sophomores and 45.2% were juniors or seniors; (2) the most frequently cited majors were Business and Education; (3) 68% reported a grade point average between 2.5 and 3.49; (3) reasons rated most important for enrolling at MVCC were "lightens fall schedule," "close to home," and "courses transfer easily"; (4) respondents tended to rate the academic reputation of their own school higher than that of MVCC; and (5) 78% indicated that they would take another summer school course at MVCC. (UCM)

ED 289 552
JC 880 009

Dennis-Rounds, Jan; Mayer, Michelle

Cerritos Community College Community Needs Assessment, 1987.
Cerritos Coll., Norwalk, Calif. Office of Institutional Research.
PUB DATE- 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Attitudes; Community Colleges; Community Surveys; *Educational Attitudes; *Educational Needs; Needs Assessment; Questionnaires; Two Year Colleges

During summer and fall, 1986, Cerritos College (CC) in California conducted a districtwide survey to assess the educational needs of the surrounding community. The survey was conducted by telephone, using trained interviewers. Randomly selected telephone numbers representing each city of the district served by CC were used to contact over 7,000 households. Selected findings, based on 1,050 completed interviews, included the following: (1) 95% of respondents reported having heard of the college, 46% knew the cost of tuition for full-time enrollment, and 27% knew the cost of a three unit class; (2) 43% of the respondents felt the college was doing an "excellent" job, and another 37% felt the college was doing a "good" job; (3) college functions receiving the highest ratings were to "teach job skills" and to "prepare students for transferring to another college"; (4) 66% of the sample said they would recommend a community college over a four-year college or university; (5) 31% had taken classes at some time at CC, 6% were currently enrolled, and 29% were interested in enrolling in the near future; (6) students attended CC mainly for personal enrichment (31%), to earn an associate degree (21%), to transfer to a four-year college (19%), or to improve job skills (17%); (7) most of the student sample preferred registering in person (68%) to registering by mail (20%) or telephone (11%); (8) the semester length schedule was preferred to 9-week, weekend, or lunch hour; and (9) less than half of the student sample had spoken with a college counselor, and only 36% of those who did found the counselor to be very helpful. The survey instrument and response data are appended. (UCM)

ED 289 566
JC 880 029

Otis, John W., Comp.
Your International Business Plan. A Workbook.
Oregon Small Business Development Center Network, Eugene.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.; Small Business Administration, Portland, OR.
PUB DATE- Aug 86
NOTE- 59p.
AVAILABLE FROM- Oregon Small Business Development Center Network, 1059 Willamette St., Eugene, OR 97401.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Business; *Business Administration; *Business Education; Capitalism; Exports; *International Trade; Marketing; *Planning; *Small Businesses; Workbooks

Designed for firms who are seriously interested in expanding their business into international trade and who want to evaluate their prospects and potential for success, this workbook guides the reader through the steps in preparing an international business plan. Introductory sections explain how to use the workbook, offer a summary outline of an international business plan, and discuss the importance of planning. The next sections provide worksheets covering the following planning aspects: goal setting, the purpose of entering international business, the characteristics of the industry, methods of exporting, international skills, personnel, products/services, targeting markets and customers, support functions, competitive analysis, marketing strategy, sales forecast, cost of goods sold, international overhead expenses, projected income statement for the first 5 years, financial strategy, break-even analysis, timetable, and summary. Sources of information, an evaluation sheet, a glossary of relevant terms, and a sample freight worksheet are included. (EJV)

ED 289 596
PS 017 026

Bienia, Nancy

Improving Program Performance through Management Information. A Workbook.
University Research Corp., Bethesda, Md.
SPONS. AGENCY- Office of Child Support Enforcement (DHHS), Washington, DC.
PUB DATE- Mar 86
NOTE- 141p.; A product of the Child Support Technology Transfer Project.
CONTRACT- OCSE-600-83-0119
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Community Programs; Data Analysis; Data Collection; Guidelines; Information Needs; Information Processing; *Management Information Systems; *Program Administration; Program Evaluation; *Program Improvement; Social Services; *State Programs
IDENTIFIERS- *Child Support; *Child Support Enforcement Services; Report Format

Designed specifically for state and local managers and supervisors who plan, direct, and operate child support enforcement programs, this workbook provides a four-part, step-by-step process for identifying needed information and methods of using the information to operate an effective program. The process consists of: (1) determining what information is needed to monitor and evaluate each function; (2) ascertaining what data must be collected to obtain the desired information; (3) displaying the information in a format which can be understood by staff; and (4) analyzing the data. The workbook is organized in two parts. Part 1, including chapters 1 through 5, describes a process for identifying the types of information that should be collected for intake, location, establishment, enforcement, and collection and distribution. Part 2, consisting of chapters 6 through 11, discusses how that information can be used by management to assess the overall performance of an office in the areas of collections, expenditures, cost benefit analysis, and caseload and staffing allocations. Each chapter contains exercises and worksheets which provide practical experience in applying the concepts learned. (RH)

ED 289 612
PS 017 053

Miller, Susan A.
Remaining Afloat: The Survival of a Child Development Laboratory School.
PUB DATE- 12 Nov 87
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Chicago, IL, November 12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development Centers; Early Childhood Education; *Laboratory Schools; Program Descriptions; *Program Termination
IDENTIFIERS- Kutztown State College PA; Pennsylvania (Kutztown)

Five major reasons for the high incidence of laboratory school closings are indicated prior to a description of survival strategies applied in the Early Learning Center at Pennsylvania's Kutztown State College's Child Development Laboratory School. Causes of laboratory school closure are the following: (1) financial difficulties; (2) retrenchment; (3) enrollment problems; (4) competition for space; and (5) organizational politics. Strategies facilitating program survival include enlisting parental support, raising tuition, maintaining a waiting list, keeping an active profile on campus and a high visibility off campus, developing and field-testing practical educational ideas, publicizing activities, and rendering the lab school's services indispensable. Positive features of the Early Learning Center are listed, as are indications of changes in its conditions. (RH)

ED 289 628
PS 017 076

Wilson, Bruce L.; Corcoran, Thomas B.
Places Where Children Succeed: A Profile of Outstanding Elementary Schools.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Dec 87
NOTE- 67p.; Foreword by William J. Bennett, Secretary United States Department of Education.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00323-6, $3.50.)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; *Educational Practices; *Educational Quality; Elementary Education; *Elementary Schools; Institutional Characteristics; Profiles; *Public Schools; *School Effectiveness; *Success
IDENTIFIERS- *Excellence in Education

Profiled in this report are exemplary schools selected for national recognition through the Elementary School Recognition Program. Section 1 describes the national recognition program and the criteria and processes used in selecting schools. Section 2 presents basic background information about the schools: their community settings, characteristics of their students, the schools' organizational characteristics, and school achievement indicators. Section 3 discusses seven broad themes that appear essential to school excellence: (1) teaching which develops student competence and character; (2) setting of high expectations, monitoring of standards, and rewarding of results; (3) school leadership; (4) creation of professional work environments; (5) resources that facilitate teaching and learning processes; (6) school-community relations; and (7) overcoming of obstacles. Themes are illustrated by examples of policies and practices in the schools. Section 4 summarizes major aspects of each theme, and provides advice to State and local policymakers. The report is not a recipe book for school reform, but rather aims to: (1) draw public attention to broad themes of success associated with excellence at elementary schools; (2) stimulate thinking about such excellence; and (3) entice readers to make inquiries about specific policies and practices of the 212 outstanding schools. Appendices list names and locations of schools, review panelists, and site visitors. (RH)

ED 289 349
FL 017 063

TESOL Newsletter, Vol. 19, 1985.
Teachers of English to Speakers of Other Languages.
PUB DATE- 85
NOTE- 222p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Techniques; Computer Software; Courseware; *English (Second Language); Federal Government; Foreign Countries; Grammar; Hearing Impairments; Language Standardization; Language Tests; Learning Strategies; *Listening Comprehension; Newsletters; Professional Associations; Reading Instruction; Scholarly Journals; Second Language Instruction; Surveys; Test Bias; Writing Instruction
IDENTIFIERS- Arizona

The 1985 volume of the Teachers of English to Speakers of Other Languages (TESOL) newsletter includes articles on the role of grammar in language teaching; teaching English in Spanish schools; software for English as a second language (ESL); ESL teacher employment overseas; reading in English for special purposes; ESL techniques for hearing-impaired students; internationalization and standardization of English; learner assessment through surveys; using a grid in beginning reading; language use in the classroom; principles of materials design; selection of reading for ESL students; overseas teaching; journals of interest in the field; federal initiatives; learning strategies; language testing bias; composition reformulation; bilingual teacher certification in Arizona; development of listening skills; computerizing intensive English; employment issues; and notetaking. Professional announcements, association notes, book and materials reviews, and notes on successful teaching techniques are also presented. (MSE)

ED 289 493
IR 012 960

Ellington, Henry

A Review of the Different Types of Instructional Materials Available to Teachers and Lecturers. Teaching and Learning in Higher Education, 10.

Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 23p.; For related guides, see IR 012 951-952, IR 012 961-968.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audiovisual Aids; Educational Objectives; Flow Charts; Foreign Countries; Higher Education; *Instructional Materials; Material Development; *Media Selection; Teaching Methods; *Visual Aids

Advice on the selection of suitable instructional materials to support the chosen method(s) of instruction is offered in this booklet. The first of four sections takes a brief look at the different roles that instructional materials can play in the three main instructional modes--mass instruction, individualized learning, and group learning. The second section reviews seven different types of instructional materials, describing the main characteristics of the various members of each group: (1) printed and duplicated materials; (2) non-projected display materials; (3) still projected display materials; (4) audio materials; (5) linked audio and still visual materials; (6) cine and video materials; and (7) computer mediated materials. Factors to be considered when choosing materials for a specific instructional purpose are discussed in the third section, and the fourth looks at different possible ways of acquiring or producing materials of the required type. A flow chart for identifying possible materials for achieving specific objectives and a table summarizing characteristics of various types of materials are included, as well as an annotated list of booklets in this series that address the production of various types of media. (MES)

ED 289 730
SE 048 815

Copley, Charlotte E.
Math by Mail: Grade 5 Revised.
Hampton City Schools, VA.
PUB DATE- 87
NOTE- 114p.; Drawings may not reproduce well.
AVAILABLE FROM- Hampton City Schools Mathematics Department, 1819
Nickerson Blvd., Hampton, VA 23663 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Computation; Elementary Education; *Elementary School
Mathematics; Grade 5; *Home Study; Homework; Intermediate Grades;
*Mathematics Instruction; *Mathematics Skills; Measurement;
Nontraditional Education; *Parent Participation

This document describes an experimental program which is designed to help students from grade 5 to grade 7 who are working at or slightly below grade level maintain mathematics skills. Students receive nine home-study packets containing two to four lessons each. Parents must make a commitment to supervise the home-study. The 25 lessons presented in grade 5 cover topics such as: (1) addition, subtraction, multiplication and division of whole numbers; (2) addition and subtraction of fractions; (3) measurement; and (4) word problems. (PK)

ED 289 364
FL 017 078

Christian, Donna
Vernacular Dialects in U.S. Schools. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 4p.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Classroom Communication; Cultural Differences; Elementary Secondary Education; English; English Instruction; Equal Education; *Language Attitudes; *Nonstandard Dialects; *Standard Spoken Usage
IDENTIFIERS- *ERIC Digests

Children from different backgrounds come to school speaking a wide variety of dialects. Questions concerning the use of dialects in schools have become increasingly complex and controversial in recent years. A central issue is the requirement of a standard dialect in school. Some find it discriminatory, others find it necessary to broaden student opportunity. Dialect differences can affect the quality of education received. Dialect may interfere with the child's acquisition of information and skills, and school personnel and other students may make erroneous assumptions about the vernacular-speaker's capabilities, motivation, and even morality. Two viewpoints on dialects have emerged. The "deficit" position maintains that speakers of vernaculars have a cognitive or language handicap. The "difference" position argues that while languages are different, none is inherently better than another. However, students' language and cultural background can influence their chances of success. Schools might choose to emphasize grammatical usage or writing rather than pronunciation. If a school decides to teach standard English, certain general guidelines concerning content and approach should be followed. Some educators are encouraging active standard and nonstandard dialect study in the curriculum, which can benefit students from all linguistic backgrounds. (MSE)

ED 289 409
HE 020 918

Gordon, Roosevelt, Jr.
A Retention and Achievement Program for Non-Traditional Black Students.
PUB DATE- [87]
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Advising; *Academic Persistence; *Black Students; *College Students; Higher Education; *High Risk Students; Student Motivation; *Tutoring; Urban Universities
IDENTIFIERS- Northeastern Illinois University

A tutoring and advisement model designed to enhance the academic achievement and retention of academically underprepared college students is described, along with results of assessing student outreach efforts, participation of students in services, and outcomes. A special objective of the program was to assist black college students. A total of 115 Northeastern Illinois University undergraduate students participated in the Department of Special Programs in the fall 1986 term. Twenty-two of these students who received a GPA of below "C" were selected to participate in a tutoring and advisement program. Fifteen of these students completed the Winter 1987 term, during which time 6 letters were sent to them urging participation in systematic advisement and tutoring services. It was found that the students did not follow any one prescribed schedule for tutoring or advisement. It is suggested that a method be developed to recruit students to the tutoring and advisement services. (SW)

ED 289 524
IR 052 243

Cassell, Marianne K.
Salary Survey Results. 1987.
Vermont State Dept. of Libraries, Montpelier.
PUB DATE- Oct 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; *Employment Qualifications; *Fringe Benefits; Higher Education; Institutional Libraries; *Library Personnel; Library Surveys; *Occupational Information; Public Libraries; Questionnaires; *Salaries; School Libraries; Special Libraries; Tables (Data)
IDENTIFIERS- *Vermont

Based on a survey conducted by the Vermont Department of Libraries during the summer of 1987, this document reports the salaries paid library directors, librarians holding M.L.S. degrees, and support and custodial staff members in the state's libraries. Questionnaires were sent to all the public, academic, special, institutional, and school libraries listed in the Vermont Library Directory, and the data reported here were received from 161 of the libraries (44%). The report also includes information on minimum qualifications for library directors, fringe benefits currently offered, and the number of libraries having formal job descriptions and personnel policies. A discussion of some of the factors to be considered in determining what to pay in public libraries concludes the report. (CGD)

ED 289 714
SE 048 799

Spiker, Joan; Kurtz, Ray
Using the Calculator To Teach First Grade Math Skills.
PUB DATE- [87]
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Calculators; Class Activities; Computation; *Elementary School Mathematics; *Grade 1; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Number Concepts; Primary Education; Problem Solving; Teaching Methods; *Worksheets
IDENTIFIERS- Patterns (Mathematics)

This document presents 20 activities for grade 1 students and emphasizes using a calculator. It is related to topics from a primary mathematics curriculum. Mathematical topics addressed include counting, addition and subtraction, the commutative property, greater than and less than, and place value. Each activity includes a statement of skills to be learned, materials needed, and suggested procedures. (PK)

ED 289 437
HE 021 029

The TA at UCLA. 1987-1988 Handbook.
California Univ., Los Angeles.

PUB DATE- [87]
NOTE- 56p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Advising; Ancillary School Services; *College Instruction; Departments; Discussion (Teaching Technique); Employment Practices; *Graduate Students; Higher Education; Laboratories; Lecture Method; *Personnel Policy; Teacher Employment; *Teacher Responsibility; *Teaching Assistants
IDENTIFIERS- *Teaching Assistant Training Project; *University of California Los Angeles

A handbook for University of California at Los Angeles (UCLA) teaching assistants (TAs) is presented that includes information about university policy concerning TAs and their jobs. Contents cover: duties of TAs, teaching associates, and teaching fellows; appointment, reappointment, and duration of employment; salary; benefits; conduct, discipline, and grievances; the TA and the Graduate Council and the Graduate Division; the TA and the department; the TA and the Office of Instructional Development; the TA and instructional responsibilities; and the TA and teaching. Three major roles of the TA are considered: conducting one section of a course under faculty supervision, conducting discussion sections of a large lecture course, and assisting in laboratory sections of lecture courses. TAs as informal advisers and counselors are also addressed. Specific topics include: complaints against TAs, termination and campus appeal procedure, Graduate Students Association, the graduate adviser, videotaping services, English as a Second Language for TAs, and instructional media services. Information on TA mini-grants for instructional improvement for 1987-1988 is provided, along with an annotated bibliography of books and instructional media. (SW)

ED 289 451
HE 021 056

Altbach, Philip G., Ed.; Berdahl, Robert O., Ed.
Higher Education in American Society. Revised Edition.
REPORT NO.- ISBN-0-87975-420-6
PUB DATE- 30 Jan 88
NOTE- 351p.
AVAILABLE FROM- Prometheus Books, 700 East Amherst Street, Buffalo, NY 14215 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; *Accountability; College Curriculum; College Students; Comparative Education; Court Litigation; Economic Climate; *Educational Finance; Educational Quality; Equal Education; Federal Government; *Government School Relationship; *Higher Education; *Institutional Autonomy; Leadership Responsibility; Private Financial Support; State Government; Teaching (Occupation)
IDENTIFIERS- United States

The effects and implications of the changing relationship between external societal influences and academic institutions are explored in 16 essays by experts in the field. Titles and authors are as follows: "The University and the State: A Historical Overview" (E. D. Duryea); "Autonomy and Accountability: Some Fundamental Issues" (T. R. McConnell); "Academic Freedom in Delocalized Academic Institution" (Walter Metzger); "Academic Freedom in the Modern University" (Sheila Slaughter); "Economics and Financing of Higher Education: The Tension Between Quality and Equity" (W. Lee Hansen, Jacob O. Stampen); "Current and Emerging Issues Facing American Higher Education (Clark Kerr, Marian Gade); "The Federal Government and Higher Education" (Lawrence E. Gladieux, Gwendolyn Lewis); "State Governments" (John D. Millett); "The Courts" (Walter C. Hobbs); "Private Constituencies and Their Impact on Higher Education" (Fred F. Harcleroad); "Stark Realities: The Academic Profession in the 1980s--and Beyond" (Philip G. Altbach); "The College Student: A Changing Constituency" (Arthur Levine, Eric Riedel); "Comparative Reflections on Leadership in Higher Education" (Martin Trow); "It's Academic: The Politics of the Curriculum" (Irving J. Spitzberg, Jr.); and "The Insulated Americans: Five Lessons from Abroad" (Burton R. Clark). (SW)

ED 289 509
IR 052 075

Simon, Hans-Reiner; Paul, Frauke
Aus-und Fortbildung Beruf. Kurzinformationen (Education and Training. A Short Guide).
Gesellschaft fur Information und Dokumentation, Frankfurt/Main (West Germany).
PUB DATE- 86
NOTE- 15p.; Paper presented at INFOBASE '86 (Frankfurt am Main, West Germany, 1986).
LANGUAGE- German
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; *Electronic Publishing; *Employment Qualifications; Foreign Countries; Higher Education; Information Science; Information Scientists; *Job Development; Library Education; *Professional Education; Technological Advancement
IDENTIFIERS- *Information Industry; *Information Science Education; West Germany

This guide provides brief descriptions of educational, training, and job development activities in the information industry in West Germany, including specific information on technical organizations, institutions of higher learning, and instructional materials, together with contact names and addresses. Special attention is given to new job qualifications caused by developments in electronic publishing. (EW)

ED 289 582
PS 016 978

Glossop, Robert
Family Time or Prime Time? Jobs, Leisure and Relationships in the 1980's.
Vanier Inst. of the Family, Ottawa (Ontario).
PUB DATE- 11 May 86
NOTE- 24p.; Paper presented at the Conference of the British Columbia Recreation Association and the National Recreation and Parks Association (Vancouver, British Columbia, Canada, May 11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consumer Economics; *Employed Parents; *Family (Sociological Unit); Family Financial Resources; *Family Life; Family Mobility; *Family Problems; Foreign Countries; Home Management; Labor Force; *Leisure Time
IDENTIFIERS- Canada

It is important to examine assumptions concerning leisure time and families within the larger contexts of demographic, technological, social, political, economic, and cultural change. Many people assume that individuals have more leisure time now than did their predecessors. While there has been a reduction in the average length of the work week, there has also been an increase in the total number of hours per week that families contribute to the labor force because of the increasing numbers of working women. Leisure time is further decreased by the need to complete household chores in the time available before and after work. Home lives have taken on the routines and time-management techniques of the office and factory. Time for family members to be together is essential to the well-being of the family. Too often programs and policies deny that individuals are in relationships with others and that they have responsibilities concerning the members of their families. It is time to consider whether conceptions of leisure and recreation have, in the past, unintentionally drawn people away from each other in segregated activities, and whether we can develop programs which will bring people together and build relationships between young and old, men and women, and able and disabled. (PCB)

ED 289 613
PS 017 055

Johnson, Theresa C.

[Availability of Statistics on Families, Children and Youth.]

Bureau of the Census (DOC), Washington, D.C. Data User Services Div.
PUB DATE- 23 Oct 87
NOTE- 64p.; Paper presented at the Conference of the Black Child Development Institute (Detroit, MI, October 23, 1987). Some handouts contain small/broken print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Black Population Trends; *Census Figures; Charts; *Children; *Family (Sociological Unit); Federal Government; Federal Programs; Graphs; Guidelines; *Information Services; *Information Sources; Newsletters; Workshops
IDENTIFIERS- *Bureau of the Census

Collected in this document are a workshop presentation on the Census Bureau (CB), visual aids used in the workshop, an information guide to products and services of the CB, sample newsletters and statistical briefs of the Bureau, and material concerning the Census Awareness and Products Program. The workshop presentation provides: (1) an overview of the CB and its function; (2) statistical information pertinent to families, children, and youth; (3) information about how the products and services provided by the CB may be obtained; and (4) a brief statement on the preparation of the 1990 decennial census. Data provided in the visuals concern: (1) population increases and demographics; (2) family and household size; (3) married couple families and such families by race; (4) family group change by race; (5) household income; (6) number of families in poverty; (7) poverty rate of families; (8) school-age population; and (9) high school completion and college attendance. The guide contains a list of printed Census Bureau reports on families, children and youth, education, population, income, and other data; microfiche, computer tapes, online information, diskettes, maps, and age-birth documentation program products are also listed. In addition, the guide briefly describes the reports and products, lists selected uses of census data, and indicates where and how one may obtain CB products and services. (RH)

ED 289 643
RC 016 457

Arends, Jane H.
Building on Excellence. Regional Priorities for the Improvement of Rural, Small Schools. A Report to the National Rural, Small Schools Task Force by the Regional Educational Laboratories.
Council for Educational Development and Research, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 87
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Boards of Education; Cognitive Processes; Comparative Analysis; *Differences; Educational Assessment; *Educational Needs; Educational Quality; Elementary Secondary Education; National Surveys; *Regional Characteristics; *Rural Schools; *School Attitudes; School Effectiveness; Self Esteem; *Small Schools; Teacher Attitudes
IDENTIFIERS- *Priorities; Regional Educational Laboratories; Teacher Incentives

Conducted by the Council for Educational Development and Research, a national survey asked educators representing the nation's 8,889 small, rural school districts to indicate which of 40 items/issues facing rural, small schools needed improvement. The 4,364 respondents (827 school board presidents, 1,251 district superintendents, 1,283 principals, and 1,073 classroom teachers) agreed on only 4 issues: the importance of improving academic performance of students from low-income families; the need to improve students' thinking and reasoning skills; the task of recognizing/rewarding outstanding teachers; and the development of students' self-esteem and aspirations. Problems identified as least pressing were the availability of quality instructional materials, school/classroom atmosphere, and size and/or turnover of teachers and administrators. Those closest to the classroom exhibited greatest concern about the quality of rural, small schools. Concerns varied across regions of the country, with educators from southeastern states having many concerns about the quality of their schools. About a third of all respondents shared high concern for student mastery of basic academic skills as well as foreign languages and fine/performing arts. Nearly half of the teachers desired better on-the-job training, while 36% of board presidents didn't consider staff development to be in need of improvement. (NEC)

ED 289 658
RC 016 525

Edington, Everett D.; Koehler, Lyle
Rural Student Achievement: Elements for Consideration. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 10p.
CONTRACT- 400-86-0024
AVAILABLE FROM- ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Access to Education; Comparative Analysis; Educational Research; Elementary Secondary Education; Higher Education; High School Graduates; Models; *Outcomes of Education; Parent Influence; *Rural Education; *Rural Urban Differences; School Community Relationship; *Small Schools; *Student Characteristics
IDENTIFIERS- ERIC Digests

Current educational research efforts are examining rural/urban differences in achievement, appropriateness of rural/urban achievement measures, effects of parents and community on the attainment of rural students, and how well rural students succeed in higher education. To accurately assess the small, rural school's impact on students, rural-urban comparisons must be made on students who are matched by origin, background, and access to information. Recent composite results find little difference in the academic achievement of rural and urban students or in their desire to attend college. A rural deficit model could be replaced by a rural strength model, for that is suggested by the fact that rural students do wish to attend college and make adequate grades there, notwithstanding the fact that rural high school students have less total access to educational information. It could be argued that rural high school students are therefore, in terms of their overall progress, achieving more, not less. Twelve studies cited and discussed in this digest are listed at the end of the paper. (NEC)

ED 289 685
SE 048 770

Sands, Florence
Tools of Oceanography. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 80
NOTE- 46p.; Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Boat Operators; Environmental Education; Interdisciplinary Approach; Marine Biology; *Marine Education; *Measurement; *Navigation; Oceanography; *Science Activities;

Science and Society; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Vectors (Mathematics); Water Resources
IDENTIFIERS- *Project ORCA; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This packet for grade levels 7, 8, and 9 is designed to familiarize the student with some of the tools that the oceanographer uses when he/she goes to sea. It begins with the early tools that sailors developed to help them navigate the seas. It describes the first major scientific expedition and compares the equipment oceanographers use with that used on the Challenger Expedition. (TW)

ED 289 700
SE 048 785

Project WILD: Aquatic Education Activity Guide.
Memphis State Univ., TN. Tennessee Administrative Software Clearinghouse.; Western Association of Fish and Wildlife Agencies.
PUB DATE- 87
NOTE- 258p.
AVAILABLE FROM- Project WILD, Salina Star Route, Boulder, CO 80302 (free to workshop participants; others contact Director, Project WILD).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Conservation (Environment); Depleted Resources; Ecology; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Experiential Learning; Glossaries; Interdisciplinary Approach; Language Arts; Marine Biology; *Marine Education; Mathematics Education; Mathematics Instruction; Natural Resources; Quality of Life; Science Activities; Science and Society; Science Education; Science Instruction; *Secondary School Science; *Social Studies; *Wildlife
IDENTIFIERS- *Project WILD

Project WILD is an interdisciplinary, supplementary environmental and conservation education program which emphasizes wildlife. This document is one guide developed by Project WILD with the specific purpose of focusing on aquatic wildlife, or any wild animals that depend upon aquatic environments for survival. The book contains instructional activities which are designed to be integrated into school subjects and skill areas, especially science, social studies, language arts, mathematics, and art. It is suggested that educators in non-school settings, such as youth leaders, camp personnel, and park naturalists could also use the guide. The 40 activities are divided into sections dealing with: (1) awareness and appreciation; (2) the diversity of wildlife values; (3) ecological principles; (4) management and conservation; (5) people, culture, and wildlife; (6) trends, issues, and consequences; and (7) responsible human actions. The appendices include a variety of references, cross-listings, and additional instructional suggestions. Also provided are a glossary of terms, the Project WILD conceptual framework, and a list of agencies and organizations that can provide information. (TW)

ED 289 394
HE 020 853

Meleca, C. Benjamin
Suggested Guidelines for the Administrative Review Offices of Medical Education.
PUB DATE- Sep 87
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)

DESCRIPTORS- College Administration; *Departments; *Evaluation Methods; Guidelines; Higher Education; *Medical Education; *Planning; *Program Administration; Program Effectiveness; *Program Evaluation

A general description and guidelines are presented for a program review process for departments of medical education of the administrative units within colleges of medicine. After a discussion of the purposes of reviews, a suggested review process is described. The process to be utilized should be negotiated by the principle units, the administrative coordination committee, and the dean's office. Although written review guidelines are considered essential, the review methodology is expected to be evolutionary if it is to serve the purpose of program improvement. Three components of the review are discussed: (1) administrative review and reporting (the role of the administrative coordination committee); (2) self-study; and (3) external reviews. A case study describing the experience of The Ohio State University College of Medicine (Division of Research and Evaluation in Medical Education) is included. (KM)

ED 289 423
HE 020 988

Agreement between State of California and California State Employees' Association Covering Bargaining Unit 3, Education and Library, July 1, 1985 through June 30, 1987.
California State Employees' Association, Sacramento.
PUB DATE- 1 Jul 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Dismissal (Personnel); *Employment Practices; Fringe Benefits; *Government Employees; Higher Education; Intellectual Property; Leaves of Absence; *Librarians; Personnel Policy; Professional Development; Released Time; Retirement Benefits; Safety; Salaries; Sexual Harassment; State Colleges; Unions; Work Environment
IDENTIFIERS- *California State Employees Association; Disability Payments; Noninstructional Staff

The collective bargaining agreement between the State of California and California State Employees' Association (CSEA) Bargaining Unit 3, representing all employees in education and library services, is presented covering the period July 1, 1985 through June 30, 1987. The 23 articles cover the following: recognition; CSEA representation rights; organizational security; state rights; general provisions (no strike, no lockout, individual agreements, savings clause, reprisals, supersession, non-discrimination, sexual harassment); grievance and arbitration procedure; holidays; leaves (jury duty and vacation, sick, bereavement, parental, adoption, union, unpaid, 10-12, and educational leaves); health and welfare (e.g., dental plan, vision service plan, employee assistance, and disability leave); health and safety (e.g., video display terminals, personal alarms, restrooms, and protective clothing); salaries, including merit adjustments, night shift differential, bilingual differential, and timely payment; allowances and reimbursements (e.g., moving, travel, uniform replacement); career development (e.g., release time, training); classification; employment opportunity transfer; layoff; retirement; permanent intermittent appointments; hours of work and overtime; child care; miscellaneous (e.g., class size, student discipline, recognition of authorship); exempt employees; and entire agreement and duration. (LB)

ED 289 464
IR 012 930

Bentti, Fredy E.; And Others
Teaching Common Errors in Applying a Procedure. IDD&E Working Paper No. 17.
Syracuse Univ., N.Y. School of Education.
PUB DATE- Oct 83
NOTE- 19p.; For a related study, see IR 012 931.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiotape Recordings; Color; Commercial Art; Comparative Analysis; Concept Teaching; Control Groups; *Error Patterns; Higher Education; Hypothesis Testing; *Instructional Design; *Intermode Differences; Photography; Pretests Posttests; *Slides
IDENTIFIERS- *Color Photography; Examples; Syracuse University NY

This study was designed to test the hypothesis that students who are given common errors matched with correct performance as part of their instruction in carrying out a procedure will perform better than students who are given only the correct performance. The task was the procedure for correcting color imbalances in color slides, and 56 college sophomores were randomly assigned to either an experimental or a control condition in identical classrooms. For the pretest, students in both groups viewed 10 slides and recorded any color imbalance they perceived. Copies of the standard color wheel were then distributed and a slide tape presentation on the procedure for color correction was given. Both groups received samples of each of the six colors of the standard color wheel and the correct responses for six examples presented following the instruction. In addition, the experimental group received samples of the colors most commonly confused with the six colors and examples of common errors. The data from the pretest and a 20-item posttest were analyzed using a t-test with unequal standard deviations. The results indicated that application-level learning of procedures was significantly facilitated by the presentation of common errors in addition to the examples. It was concluded that the use of common errors is more effective when they are made apparent, or when a clear distinction between a correct and incorrect response is taught. (RP)

ED 289 479
IR 012 946

Lentz, Linda P.
Integrating Computers into Michigan Education.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Inservice Teacher Education; *Microcomputers; Models; Regional Programs; State Departments of Education; *State Programs
IDENTIFIERS- *Michigan

Computer use in Michigan schools has evolved in three stages over the past decade. In the first, computers were new and few, and professional development was typically self-initiated. The Michigan Association of Computer Users in Learning (MACUL) was formed at this time to provide resources to local districts which they were unable to provide individually and increase communication among computer users. During the second stage, more computers were brought into the schools and concerns about hardware selection and software availability increased. The WE CAN (Wholesome, Effective Computer Applications Network) was established in 1981 to facilitate the purchase of hardware and software at discount prices by local schools. Both MACUL and WE CAN initiated annual conferences which are a continuing part of the statewide program. The current stage began in 1984 when computers were found in most schools in Michigan, and a statewide plan for the integration of computers in education was implemented which provided funding for five training/software centers and the development of a comprehensive training package for teachers' professional development. The Microcomputer Network Committee was also established to coordinate computer projects. The major concerns currently are professional development to provide teachers with the skills they need to use computers effectively, and the integration of computers into the curriculum rather than teaching computer literacy as a separate course. The need for continuing increased funding for professional development, updating the software collection, and update/maintenance of hardware is noted. A diagram of the Michigan model for integrating computers in education is included. (RP)

ED 289 538
JC 870 528

Degus, Richard
"2 Plus 2" Cooperative Degree Programs: A Step beyond Articulation.

PUB DATE- Jul 87
NOTE- 11p.; Paper presented at the League for Innovation in Community Colleges Conference, "Student Development in the 1990's: Practices to Assure Student Success" (Kansas City, MO, July 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Colleges; Cooperative Programs; *Intercollegiate Cooperation: Postsecondary Education; Program Descriptions; *Transfer Policy; *Transfer Programs; Two

Year Colleges; Universities
IDENTIFIERS- *Monroe Community College NY

Monroe Community College (MCC) has formalized 2 Plus 2 Cooperative Degree Programs with selected public and private colleges and universities to insure full transferability of associate degree coursework toward baccalaureate study. The program evolved after a marketing research study revealed that: public perceptions of MCC were mixed and somewhat distorted; an increasing number of MCC students desired to transfer; articulation agreements were too complex or too vague; and up-to-date advisement information regarding course selections and transfer was needed. The program has the following distinguishing characteristics: (1) students pay one application fee for both institutions and maintain one set of records; (2) concurrent acceptance to both institutions is based on MCC admission requirements; (3) students are guaranteed admission to a four-year college with full junior status; (4) degree and grade requirements are specifically defined; (5) comprehensive resource manuals and computerized degree audit sheets facilitate departmental advisement; (6) MCC notifies the four-year institutions of the academic progress of 2 Plus 2 students; and (7) agreements are updated annually. Program success is evidenced by increases in admission inquiries, applicants, and new registrants and in total number of agreements. (UCM)

ED 289 553
JC 880 010

Higa, Floyd
An Introduction to Eye Safety. General Metals I, Lesson Plan No. 1.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- [87]
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; *Eyes; Government Role; Instructional Materials; Labor Standards; Lesson Plans; Metal Working; *Occupational Safety and Health; Public Agencies; *Safety; *Safety Education; School Shops; Secondary Education; *Secondary School Curriculum; *Shop Curriculum; Teacher Developed Materials

Designed for a 110-hour general metals course, this lesson plan presents an introduction to eye safety, including a brief guided imagery prelude, an overview of the lesson, an overview of Occupational Safety and Health Administration (OSHA) and Department of Occupational Safety and Health (DOSH) rules and regulations regarding eye and face protection, and a discussion of different types of eyewear. By the end of the lesson, the student should be able to: (1) explain what OSHA and DOSH stand for, and identify what level of government each belongs to; (2) in their own words, define OSHA's standing on eye safety; and (3) identify the different types of protective eyewear. The lesson begins with information on the course for which the plan was developed; equipment and audiovisual aids needed; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids needed for each step of the lesson. Course handouts, transparency masters, DOSH and OSHA safety standards, pre- and post-tests, and answer keys are included. (EJV)

ED 289 597
PS 017 028

A User's Guide to the Videotapes: "Curriculum in Head Start" and "Individualizing in Head Start."
Creative Associates, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- Jan 87
NOTE- 27p.; For the related guide, see PS 017 023.
CONTRACT- 105-85-1522
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Day Care; Definitions; Early Childhood Education; Guidelines; *Individualized Instruction; *Program Content; *Teacher Student Relationship; *Videotape Recordings; Workshops
IDENTIFIERS- Head Start Program Performance Standards; *Project Head Start

This user's guide concerns audiovisual aids that complement information published in "A Guide for Education Coordinators in Head Start." The guide was developed to facilitate the varied and effective use of two videotapes concerning the Head Start curriculum and its individualization. The videotapes, "Curriculum in Head Start" and "Individualizing in Head Start," explain Head Start requirements and demonstrate how its performance standards are implemented in Head Start programs. This guide provides an overview of the content and format of each videotape, and offers suggestions for introducing the tapes and structuring the viewing of them. The videotapes can be used to orient new staff and volunteers; train classroom staff and volunteers; share the Head Start philosophy and goals; orient new members of a policy council; introduce parents to the Head Start program; and explain Head Start to public school personnel. Handouts for training sessions are included in an appendix and consist of a definition of an ideal curriculum and a list of performance standards for the education component. (RH)

ED 289 672
SE 048 757

Moore, Cecelia; Peterson, Peggy
American Poetry and the Sea. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 80
NOTE- 104p.; Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Environmental Education; *Interdisciplinary Approach; *Language Arts; Marine Biology; *Marine Education; Oceanography; *Poetry; Poets; Science Activities; *Science and Society; Science Curriculum; Science Education; Science Instruction; Secondary Education; *Secondary School Science; Water Resources
IDENTIFIERS- *Project ORCA; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, and a bibliography. This activity packet designed for grades 10-12 presents a variety of poems about the sea, written by American poets. One section deals exclusively with poems by Pacific Northwest poets. Students are exposed to many different poetic responses to the sea and are expected to read, understand and discuss each selection. A major purpose of this unit is to make students aware of our marine environment. Other purposes are to help students become familiar with the various techniques poets use to create their poetry and to introduce students to poetry as an art form to be experienced and enjoyed. (TW)

ED 289 715
SE 048 800

Armstrong, Patricia

Making Math Leaders: The San Francisco Math Leadership Project. Final Evaluation Report, Project Year 1986-87.

PUB DATE- 87
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (12th, San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Elementary School Teachers; *Inservice Teacher Education; Institutes (Training Programs); *Leadership Training; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Staff Development; Summer Programs

This document provides a description and evaluation of a project designed to develop leadership among K-8 mathematics teachers in San Francisco (California). The project attempted to: (1) provide teams of urban teachers with a year-long program to improve mathematical problem solving skills, build confidence, and increase classroom effectiveness; (2) provide participants with ongoing training; (3) provide support for these teachers as they developed workshops for their colleagues; and (4) enlarge the group of mathematics leaders in the San Francisco Bay Area. The report concludes that data from a variety of sources indicate that the 1987 project year was a highly successful one. (PK)

ED 289 731
SE 048 816

Copley, Charlotte E.
Math by Mail: Grade 6 Revised.
Hampton City Schools, VA.
PUB DATE- 87
NOTE- 119p.; Drawings may not reproduce well.
AVAILABLE FROM- Hampton City Schools Mathematics Department, 1819 Nickerson Blvd., Hampton, VA 23663 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computation; Elementary Education; *Elementary School Mathematics; *Grade 6; *Home Study; Homework; Intermediate Grades; *Mathematics Instruction; *Mathematics Skills; Measurement; Nontraditional Education; *Parent Participation

This document describes an experimental program which is designed to help students from grade 5 to grade 7 who are working at or slightly below grade level maintain mathematics skills. Students receive nine home-study packets containing two to four lessons each. Parents must make a commitment to supervise the home-study. The 25 lessons presented in grade 6 cover topics such as: (1) computation with whole numbers; (2) computation with fractions; (3) computation with decimals; and (4) measurement and geometry. (PK)

ED 289 350
FL 017 064

TESOL Newsletter, Vol. 20, 1986.
Teachers of English to Speakers of Other Languages.
PUB DATE- 86
NOTE- 197p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Techniques; Cloze Procedure; Computer Assisted Instruction; Computer Software; Courseware; Culture Conflict; Developing Nations; *English (Second Language); Enrollment Projections; Foreign Countries; Foreign Students; Library Collections; Listening Comprehension; Masters Degrees; Newsletters; Open Universities; Part Time Faculty; Professional Associations; Questioning Techniques; Radio; Reading Rate; Religion; Second Language Instruction; Self Evaluation (Groups); Student Rights; Teaching Assistants; Writing Instruction

The 1986 volume of the Teachers of English to Speakers of Other Languages (TESOL) newsletter includes articles on computer-assisted language learning; writing instruction; international teaching of English as a second language (ESL); computer software and courseware; learners' rights; Islam in the ESL classroom; English for international teaching assistants; reform in English teaching in Egypt; intensive English enrollment forecasting; ESL in the developing world; listening comprehension instruction; part-time teaching issues; cloze procedure; library collections for ESL; increasing reading rates; teaching reciprocal questioning; word processing in ESL composition; program self-evaluation; amateur radio and ESL; master's degrees and ESL teaching; communicative writing for overcoming cultural barriers; and teaching in an open university overseas. Professional announcements, association notes, book and materials reviews, and notes on successful teaching techniques are also included. (MSE)

ED 289 379
FL 017 109

Bird, Charles; And Others
An Ka Bamanankan Kalan: Beginning Bambara.
Indiana Univ., Bloomington. Linguistics Club.

SPONS. AGENCY- ACTION, Washington, D.C.
PUB DATE- Feb 77
NOTE- 297p.; For related document, see ED 132 856.
CONTRACT- PC-180-N.20
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alphabets; Class Activities; Cultural Context; Daily Living Skills; Developing Nations; Dialogs (Language); Foreign Countries; Form Classes (Languages); *Grammar; Instructional Materials; Interpersonal Communication; Introductory Courses; *Phonology; Proverbs; Second Language Instruction; Tone Languages; Uncommonly Taught Languages; Vocabulary Development
IDENTIFIERS- *Bambara; *Mali; Peace Corps

This set of instructional materials on introductory Bambara, a language spoken in Mali, is designed for Peace Corps volunteers using the language in that country. The materials consist of twenty units on topics of personal communication and grammar. Most units contain a proverb, pattern drills, major dialogues containing the unit's new material, practice dialogues, exercises, short texts, explanatory notes on culture and grammar, vocabulary, and task-oriented exercises for use outside of class. The exercises contain instructor notes written in French. A glossary is appended. (MSE)

ED 289 410
HE 020 953

The Letter: 37 Presidents Write.
American Association for Higher Education, Washington, D.C.
PUB DATE- Nov 87
NOTE- 6p.
AVAILABLE FROM- American Association of Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Attitudes; *College Presidents; *College School Cooperation; *Educational Quality; Higher Education; *Minority Groups; Position Papers; Schools of Education; *Teacher Education; *Teacher Recruitment; Teaching (Occupation)

Perspectives on how to improve U.S. education are provided in an open letter signed by 37 college presidents and chancellors who attended a September 1987 Spring Hill conference. The conference focused largely on the issue outlined in "A Nation Prepared: Teachers for the 21st Century," a report sponsored by the Carnegie Forum on Education and the Economy. Priorities that are identified include: emphasizing to the public the importance of quality schools, promoting university and school collaboration, taking initiatives to enhance the attractiveness of teaching as a career and to improve teacher preparation, and making a new commitment to recruit more minorities into teaching. Specific suggestions include: evaluating the resources for departments and schools of education, ensuring that future teachers have a stronger base of knowledge in the academic subjects they will teach and of pedagogy that is specific to these subjects, working with two-year institutions to recruit minority students into four-year institutions and into teaching programs, and reaching out to minority youth in their early high school years to promote their college attendance and exposure to the attractions of teaching. The 37 signers and their institutions are listed. (SW)

ED 289 494
IR 012 961

Ellington, Henry
How To Produce Printed and Duplicated Materials. Teaching and Learning in Higher Education, 11.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 25p.; For related guides, see IR 012 952 and IR 012 960.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Copyrights; Foreign Countries; Higher Education; *Instructional Design; *Material Development; *Printing; Production Techniques; *Reprography; *Teacher Developed Materials; Teaching Methods
IDENTIFIERS- *Printed Materials

The first of three sections in this booklet reviews ways in which printed and duplicated materials can be used within the context of the three basic instructional strategies, i.e., mass instruction, individualized learning, and group learning. The second section examines in detail the planning and designing of such materials for specific purposes, including discussions of the basic principles underlying the design of printed and duplicated materials, and the design of specific types of materials such as handouts, worksheets, individualized learning materials, and group learning materials. In the third section, the advantages and disadvantages of five processes by which materials can be mass produced are identified, and guidance is offered on which method to use in any particular situation: (1) photocopying; (2) hectographic duplication; (3) stencil duplication; (4) offset-lithographic printing; and (5) computer-aided printing. Copyright restrictions on multiple copying of documents are briefly noted, and an annotated list of six references recommended for further reading is included. (MES)

ED 289 525
IR 052 244

Gorman, Kathleen
Performance Evaluation in Reference Services in ARL Libraries. SPEC Kit 139.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Dec 87

NOTE- 103p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00 per copy; subscriptions are available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Computer Networks; Databases; *Evaluation Methods; Higher Education; Library Automation; *Library Instruction; Library Services; Library Surveys; *Measurement Techniques; Online Searching; Performance; Questionnaires; *Reference Services; *Research Libraries

This System and Procedures Exchange Center (SPEC) flyer/kit is based on two research efforts: a 1986 SPEC survey on the collection and use of management statistics related to reference services, and a 1987 supplemental survey on qualitative measures of reference services. A brief introduction describes the survey and discusses the evaluation of general reference services, reference desk service, online database search services, and bibliographic instruction. Trends and issues in reference service evaluation are also briefly discussed. The major part of this kit is a collection of relevant materials submitted by respondents to the survey: (1) policies and standards for overall reference services (University of Michigan, New York University, and George Washington University); (2) evaluation forms and survey results for reference desk service evaluation (University of Arizona and the University of Georgia); (3) evaluation procedures, forms, and reports from online database search services (University of Georgia and the University of Michigan); and (4) procedures, questionnaires, and survey results for bibliographic instruction (University of Georgia, Pennsylvania State University, Indiana University, and the University of California at Santa Barbara). A selected reading list is also provided. (CGD)

ED 289 567
JC 880 030

Pryor, Chris
Small Business Marketing: A Workbook for Small Businesses in Oregon.
Oregon Small Business Development Center Network, Eugene.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.; Small Business Administration, Portland, OR.

PUB DATE- 87
NOTE- 64p.; For other workbooks in this series, see JC 880 026-031.
AVAILABLE FROM- Oregon Small Business Development Center Network, 1059 Willamette St., Eugene, OR 97401 ($10.00, plus $1.00 postage and handling per book).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Advertising; *Business Administration; *Business Education; Business Skills; Entrepreneurship; *Marketing; *Public Relations; Resource Materials; *Small Businesses; Workbooks

This workbook was prepared for those interested in starting their own business, as well as business owners with many years experience who have never developed an organized promotional program. Introductory sections explain how to use the workbook and stress the need for promotion. The next sections outline the steps and ask users to respond to questions related to the following aspects of marketing: (1) review of current marketing activities; (2) marketing research; (3) advertising; (4) establishing promotional priorities; (5) matching objectives to the product lifecycle; (6) the progression of advertising; (7) market positioning; (8) advertising media and their advantages and disadvantages; (9) using media in an advertising campaign; (10) developing a fact sheet for use in advertising; (11) developing an effective advertising message; (12) isolating the important elements for advertising copy; (13) developing a strategy worksheet; (14) planning for public relations; (15) monitoring public relations opportunities; (16) using three common public relations tools; (17) developing an action plan for sales; (18) preparing printed sales materials; (19) developing an action plan for passive sales; (20) promotional incentives; (21) budgeting; (22) working with consultants and agencies; and (23) setting up a timetable. A list of resources to use in promotional planning is included. (UCM)

ED 289 629
PS 017 077

Perrez, M.; and Others
Les Enfants adoptes: se distinguent-ils des autres? Enquete sur les enfants adoptes dans le Canton du Tessin (Adopted Children: Are They Different from Others? An Investigation concerning Adopted Children in the Canton of Tessin).
Fribourg Univ. (Switzerland).
PUB DATE- 87
NOTE- 20p.; Research supported by Bundesamt fur Sozialversicherung, Caritas Ticino, and Dipartimento delle Opere Sociali, Sezione della Previdenza Sociale.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adopted Children; *Adoption; Age Differences; *Emotional Development; Ethnic Origins; Foreign Countries; *Intellectual Development; Parent Attitudes; Sex Differences; Social Class; *Social Development
IDENTIFIERS- Switzerland

The influence of age at adoption, ethnic background, sex of adopted child, and social class of adoptive parents on the intellectual, emotional, and social development of adopted children was studied. An intragroup comparison showed that the variables studied had very little relevance. Comparison with a control group showed no significant differences on the most important variables. A second study of parents of adopted children was conducted for the purpose of testing the representativeness of the first sample. This study showed that the adopted children and their adoptive parents did not significantly differ on most important variables. (PCB)

ED 289 365
FL 017 079

Silber, Ellen S.
Academic Alliances in Foreign Languages and Literatures. ERIC Q&A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 6p.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Faculty; College School Cooperation; *Elementary School Teachers; Elementary Secondary Education; Higher Education; *Institutional Cooperation; Interprofessional Relationship; *Language Teachers; *Secondary School Teachers; Second Language Instruction; *Teacher Associations
IDENTIFIERS- *ERIC Digests

Academic alliances, local cooperative groups of teachers of languages and literatures at all levels, meet regularly to discuss current developments in language teaching, explore particular problems and find solutions to them, and help faculty take responsibility for their intellectual and professional lives. Membership can range from 20 to 100 professionals in several or many institutions. Despite the diverse needs, concerns, and composition of individual alliances, each works for the mutual professional development of its membership and the promotion of foreign language and literature education. They have coordinated and implemented a variety of programs, including short immersion programs, visits by native speakers, exchanges of teaching techniques and materials, exploration of new technologies and resources, teacher fellowships, community awareness and support efforts, and initiatives for state program improvement. New alliances continue to form, while more established groups undertake more ambitious projects. Steps in forming alliances include identifying interested faculty, establishing a steering committee, establishing a collaborative group, and holding meetings for discussion and elaboration. Administrator participation can be crucial to an alliance's success by providing logistical and material support and incentives for participation. A variety of resources are available for forming alliances. (MSE)

ED 289 510
IR 052 076

Simon, Hans-Reiner
Das Buchwesen im Spannungsfeld der Neuen Medien: Forschungs-, Lehr- und Berufsfelder (Bookmaking in a Changing Field of New Media: Research, Instruction and Professional Spheres).
PUB DATE- 13 Feb 86
NOTE- 40p.; Best copy available. Paper presented at the Informationspraktikum Institut fur Buchwesen der Universitat Mainz (Mainz, West Germany, February 13, 1986).
LANGUAGE- English; German
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Books; Curriculum Development; *Electronic Publishing; Foreign Countries; Higher Education; Online Searching; *Printing; *Publishing Industry; Research Design; Serials; *Technological Advancement
IDENTIFIERS- *Bookmaking; *West Germany

Recognizing that jobs are changing quickly during this second revolution of bookmaking and printing and that students must become aware of the new information technologies before they graduate, this brief report written in German presents examples of how to develop research and education in the study of books and printing using the most up-to-date methods, such as online information retrieval. The two appendices that make up the major part of the document list additional English- and German-language publications on this topic and provide abstracts for each item written in the language of the original source. (EW)

ED 289 644
RC 016 479

Rosenfeld, Stuart
The High School in a Rural Economy.
Southern Growth Policies Board, Research Triangle Park, N.C.
SPONS. AGENCY- Department of Agriculture, Washington, DC. Office of Rural Development Policy.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Case Studies; Economic Development; *High Schools; *Labor Force Development; Quality of Life; *Role of Education; *Rural Development; Rural Economics; *Rural Education; Rural Environment; *School Community Relationship; Secondary Education; Small Schools
IDENTIFIERS- Georgia; Missouri; Oklahoma; Tennessee

Contributions of rural high schools to their local economic climate are both underestimated and undervalued. Functions that high schools can and should perform in rural economic development today include providing occupational training to meet immediate labor market needs, raising community educational attainment levels to meet long-term employment needs, creating new income generating opportunities, establishing an environment for innovation and entrepreneurship, and improving the general quality of life by being a family resource for education and a community resource for cultural activities/expertise. Case studies of rural schools in Georgia (Hartwell), Oklahoma (Byng), Tennessee (Shelbyville), and Missouri (Potosi) illustrate ways education can have an impact on a community's economic climate. Education levels in each area were lower than the national average, per capita income was lower, and all but one area relied more heavily on manufacturing for employment than national norms. Factors common to the success of each program were forceful/energetic leadership; ability to raise needed funds; desire to improve community quality of life while preserving rural characteristics; community pride in, identification with, and support of the school; emphasis on small-scale rural features to create a distinctively nonmetropolitan program; and recognition of the economic value of the local school. (NEC)

ED 289 701
SE 048 786

Green, Muriel; And Others
Science: Grades K-2. [Revised]
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-00-8040-20; ISBN-88315-383-1
PUB DATE- 86
NOTE- 281p.; Drawings may not reproduce well.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum & Instruction, Office of Curriculum Development and Support, Curriculum Production Unit, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Biological Sciences; Earth Science; Elementary Education; *Elementary School Science; *Grade 1; *Grade 2; *Kindergarten; Physical Sciences; Primary Education; Process Education; *Science Activities; Science Education; *Science Instruction; Science Materials
IDENTIFIERS- New York City Board of Education

This document was developed to provide primary level school teachers in New York City with specific materials and suggestions for organizing effective learning experiences in the science area. The program is designed to emphasize both science knowledge and science processes. An introductory section presents ideas related to the overall philosophy and organization of science instruction at the primary level. The major portion of the document contains teaching activities which deal with such topics as: (1) spaces; (2) what's alive; (3) discovery through our senses; (4) using a magnifying glass; (5) seeds and fruits; (6) heat and foods; (7) light; (8) magnets; (9) water; (10) balances; (11) bubbles; (12) weather; (13) animals and plants; (14) motion; (15) sunlight and shadows; (16) soil; and (17) air. Also included is a list of films and filmstrips related to the topics and an annotated bibliography of children's books and professional books on the teaching of science in the elementary school. (TW)

ED 289 732
SE 048 817

Selected Data on Historically Black Colleges Academic Year 1986.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
PUB DATE- Dec 87
NOTE- 33p.; Contains small type which may not reproduce well. Prepared by Universities & Colleges Studies Group, Statistical Analysis Section.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Colleges; College Science; *Engineering Education; Enrollment Trends; Environmental Education; *Federal Aid; Graduate Students; Graduate Study; *Higher Education; *Research and Development; Research Universities; *Science Education; Surveys; Undergraduate Study
IDENTIFIERS- *National Science Foundation

This report provides tabular data derived from three surveys conducted in the National Science Foundation's Division of Science Resources Studies regarding science and engineering education in traditionally black colleges. Tables 1 through 4 are derived from the Survey of Scientific and Engineering Expenditures at Universities and Colleges. This survey is conducted annually and covers a sample of 403 institutions of higher education that grant a graduate science or engineering degree and/or perform at least $50,000 in separately-budgeted research and development expenditures. Tables 5 through 10 are derived from the Survey of Federal Support to Universities, Colleges and Nonprofit Institutions. This survey is conducted annually and collects data on Federal obligations to universities and colleges from 15 agencies that provide science and engineering funding to higher education institutions. Tables 11 through 23 are derived from the Survey of Graduate Science and Engineering Students and Postdoctorates. This survey is conducted annually and collects data from 618 graduate institutions offering courses of study at the postbaccalaureate level in any science or engineering field. (TW)

ED 289 380
FL 017 110

Jeanneret, Rene, Ed.
Les teletheses de communication: l'apport des sciences du langage a "HECTOR" (Communication Aids: The Contribution of Linguistic Science to "HECTOR").
Neuchatel Univ. (Switzerland).
PUB DATE- Sep 87
NOTE- 125p.
LANGUAGE- French; German
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Applied Linguistics; Artificial Speech; Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Communications; *Disabilities; French; German; Media Adaptation; *Phoneme Grapheme Correspondence; Psycholinguistics; Research Tools; Technological Advancement; *Vocabulary
IDENTIFIERS- *Voice Synthesizers

A collection of papers on HECTOR, a communication aid for disabled persons without speech, includes: "La telethese de communication HECTOR" ("The Communication Aid HECTOR") (Rene Jeanneret); "Lorsque HECTOR rencontre un psycholinguiste experimentaliste...que se disent-ils?" ("When HECTOR Meets an Experimental Psycholinguist...What Do They Say to Each Other?") (Francois Grosjean); "Communication et telethese de la parole" ("Communication and Speech Teletype") (Marinette Matthey); "HECTOR, problemes lexicaux" ("HECTOR: Lexical Problems") (Rene Jeanneret); "Traduire le lexique d'HECTOR. Remarques a propos de l'adaptation a la langue allemande d'un programme lexicale concu pour le francais" ("Translating HECTOR's Lexicon: Remarks Concerning German Language Adaptation of a Lexical Program Designed for French") (Gerard Merkt); "Remarques a propos de la relation graphie-phonie dans le message par la telethese vocale" ("Remarks Concerning Phoneme-Grapheme Correspondence in the Speech Teletype Message") (Francois Redard); "HECTOR--ein neuer Fall fur die Sonderpadagogik?" ("HECTOR--A New Case for Special Education?") (Andreas Bachtold, Margrit Balbi); "Une prothese vocale aurait-elle pu etre un outil de recherche?" ("Could a Vocal Prosthesis Have Been A Research Tool?") (Etienne Colomb); "HECTOR II" (Veronique Zulli); and a conclusion by Rene Jeanneret and Francois Grosjean. (MSE)

ED 289 395
HE 020 854

Pugh, Nathaniel; And Others
Trends in Major Fields of Study at Southern Colleges and Universities: Implications for Equity.
PUB DATE- Oct 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (New Orleans, LA, October 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agribusiness; Agricultural Education; Allied Health Occupations Education; Black Colleges; *Black Students; *College Students; Computer Science Education; Engineering Technology; *Enrollment Trends; *Equal Education; Females; Higher Education; *Majors (Students); Males; Mathematics Education; Minority Groups; Public Affairs Education; Racial Differences; *Sex Differences
IDENTIFIERS- *United States (South)

A study was conducted to: (1) analyze trends in the number of minorities and women enrolled at undergraduate and graduate levels in managerial, technical, and scientific fields; (2) examine the number of undergraduate and graduate minorities and women who major in these fields; and (3) examine the impact of these trends on equity and access. Four years (1983-1986) and 5 years (1981-1985) of student data were obtained from two statewide systems of higher education. Data on enrollments by level, race, and sex were obtained to assess trends. Analyses are presented for black females, black males, white females, and white males. Enrollments are summarized by level of instruction for both states and by major field of study for one of the states. In addition, enrollments at traditionally black colleges were compared to those at other institutions. Among the major findings are: the proportion of minority enrollments over time tended to be stable; black females tended to be highly represented in the fields of Business/Office, Public Affairs, Health Sciences, Protective Services and Allied Health; the greatest percentages of black males were found in the fields of Protective Services, Engineering Technologies, Computer and Information Sciences, Mathematics, Parks and Recreation, and Public Affairs; enrollment trends at traditionally black colleges showed a tendency toward a decline in enrollment of black males, a trend that was not evidenced for black males at other institutions; and the proportion of black females at both traditionally black colleges and other institutions tended to remain stable or increase overtime. (KM)

ED 289 424
HE 020 989

Agreement between Shawnee State University and the Shawnee Education Association, October 5, 1987 to August 31, 1990.

National Education Association, Washington, D.C.; Shawnee State Univ., Portsmouth, OH.
PUB DATE- 5 Oct 87
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; Records (Forms); Retrenchment; *State Universities; Teacher Promotion; Teacher Salaries; Unions; Work Environment
IDENTIFIERS- Dues Checkoff; National Education Association; *NEA Contracts; *Shawnee State University OH; Tuition Reimbursement

The collective bargaining agreement between the Shawnee State University and the Shawnee Education Association, an affiliate of the National Education Association, is presented covering the period October 5, 1987 through August 31, 1990. The 23 articles include the following: scope of the unit; faculty assembly; ratification, authorization, and copies of the agreement; association and membership; association rights; management rights; employment contract year; workload and course load responsibility (e.g., office hours, advisement, committee assignments, off-campus classes, meeting times); salary system; fringe benefits (e.g., retirement, insurance, leave, disability, tuition reimbursement, fee waivers); continuing contract; working conditions (e.g., academic calendar, search committees, academic freedom, safety); grievance procedures; promotion procedures; evaluation procedures; academic divisions; termination of employment; retrenchment; no strike/no lockout; separability; no reprisals; and term of agreement. Appended are the faculty enrichment fee waiver form, grievance form, salary placement index, and side letters (outside the official agreement) on staff development, fair share fee, summer teaching assignments, and working conditions. (LB)

ED 289 438
HE 021 030

Teaching Assistant Training. A Guide for Developing Departmental TA Training Programs.
California Univ., Los Angeles. Office of Instructional Development.
PUB DATE- Sep 87
NOTE- 44p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Advising; Ancillary School Services; *College Instruction; *Departments; Discussion (Teaching Technique); Employment Practices; *Graduate Students; Higher Education; Laboratories; Lecture Method; *Personnel Policy; Teacher Employment; Teacher Responsibility; *Teaching Assistants
IDENTIFIERS- *Teaching Assistant Training Project; *University of California Los Angeles

A guide for developing a departmentally-based teaching assistant (TA) training program is presented. At the University of California, Los Angeles, (UCLA) part-time teaching assistant consultants who are experienced TAs have been employed to help with TA training programs. The following criteria are used to evaluate departmental proposals to hire TA consultants: demonstrated need, potential effectiveness of program design, democratic selection of the TA consultant, departmental support for the program, faculty supervision, and evaluation. Guidelines cover appointments and administrative policy for TA consultants. Training activities, faculty involvement, and topical ideas for departmental training courses are considered, along with departmental TA orientation and training seminars on teaching for specific departments. In addition to including the TA midterm evaluation form, attention is directed to peer observation, providing feedback, and the use of videotaping and group visitation in TA evaluation. Guidelines cover roles and responsibilities of TAs and supervising faculty for five departments. Obligations of the TA to the department and to the Office of Instructional Development are also outlined. (SW)

ED 289 452
HE 021 066

Pearsol, James A.
Reconceptualizing Inquiry in Medical Education.
PUB DATE- Jan 88
NOTE- 6p.
AVAILABLE FROM- Southern Illinois University, School of Medicine, Department of Medical Education, P.O. Box 3926, Springfield, IL 62708.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Clinical Experience; Educational Research; *Field Studies; Higher Education; *Medical Education; *Naturalistic Observation; *Qualitative Research; Quasiexperimental Design; Research Design; *Research Methodology; *Scientific Methodology

Perspectives concerning a field-based inquiry approach to medical education are offered. This approach requires that inquiry tactics more closely match educational and clinical processes. Assumptions about naturalistic and quasi-experimental educational research are considered that indicate a common field-based approach to inquiry. Parallel processes linking conceptions of medical education, clinical practice, and inquiry are also considered. It is concluded that understanding of social and educational phenomena has too long been determined by research and evaluation frameworks that define concepts of what is good and what is bad in medical education and that have limited those concepts. The processes of medical education and clinical practice are seen as complex, nonlinear social processes appropriate for applying a field-based inquiry approach. Most medical education research has been organized by constructs, typically psychological or behavioral, that are used to explain or predict certain patterns of human behavior. Rethinking of medical education inquiry is advocated, along with less reliance on the experimental design framework of scientific inquiry. (SW)

ED 289 465
IR 012 931

Garduno, Alberto O.; And Others
Teaching Common Errors in Applying a Procedure. IDD&E Working Paper No. 18.
Syracuse Univ., N.Y. School of Education.
PUB DATE- Nov 84
NOTE- 24p.; For the 1983 study, see IR 012 930.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Concept Teaching; *Error Patterns; Higher Education; *Instructional Design; *Intermode Differences; *Music Education; *Music Theory; Pretests Posttests
IDENTIFIERS- *Examples

The purpose of this study was to replicate the Bentti, Golden, and Reigeluth study (1983), which explored the use of nonexamples to teach common errors as an effective strategy in teaching a procedure. A total of 24 undergraduate students enrolled in the Syracuse University Symphonic Band were randomly assigned to an experimental group and a control group. The experimental design was pretest-posttest, and two instructional booklets--one treble clef and one bass clef--were used to teach a procedure for building a musical interval up from a given note. The experimental group received instruction for the correct procedure plus reminders and examples of the most common mistakes; the control group received instruction for and examples of the correct procedure. Results showed no significant differences on an application level. The lack of significance may have been due to the fact that humans, as adaptive organisms, exert more or less effort to compensate for the quality of the instruction. Examples from the instruction booklet and posttest are included, and test scores are presented in tables and graphs. Sixteen references are provided as well as a list of prior publications in this series of working papers. (Author/MES)

ED 289 539
JC 870 530

Kangas, Jon Alan; Reichelderfer, Nancy
Persistence by Successful and Nonsuccessful Remedial and Nonremedial English and English as a Second Language Students: A Longitudinal Study. Research Report #65.
San Jose/Evergreen Community Coll. District, San Jose, CA.
PUB DATE- 15 Sep 87
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Community Colleges; Comparative Analysis; *English; *English (Second Language); Longitudinal Studies; *Remedial Programs; Two Year Colleges; *Two Year College Students

A study was conducted at Evergreen Valley College (EVC) to examine the effects of remedial English and English as a Second Language (ESL) instruction on student persistence. All new fall 1982 day students without prior college experience (N=1,264) were divided into three groups: English students, ESL students, and students who took no placement test within two semesters of initial enrollment. The English and ESL students were further divided into remedial and nonremedial groups, and a group consisting of students who qualified for English or ESL but did not take these classes. The persistence of each student in each group was noted for four semesters from fall 1982 through spring 1984. Study findings included: (1) successful experience in reading and/or writing was one of the most significant factors related to persistence; (2) a high degree of personal/cultural support for educational goals appeared to be related to persistence; (3) nonsuccess in reading and/or writing was one of the most significant factors related to low persistence; (4) nonsuccess had more impact on remedial than nonremedial students; (5) students who completed both reading and writing courses tended to persist at greater rates than those who took reading or writing only; (6) remedial students persisted as well as successful nonremedial students when they experienced success and/or a high level of support for educational goals; (7) students who took no placement test and no English or ESL reading or writing courses persisted at one of the lowest rates of all the groups in the study; and (8) those who qualified for, but did not take English or ESL reading and/or writing courses had lower persistence rates than those who qualified for and took the courses. The study report includes a discussion of the policy implications of the findings. (Author/UCM)

ED 289 554
JC 880 011

Boss, Roberta S.
Formative Evaluation of College Composition: A Formula for Revision and Grading.
PUB DATE- [88]
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Comparative Analysis; Conventional Instruction; Evaluation Criteria; *Evaluation Methods; Feedback; *Freshman Composition; Grading; *Holistic Evaluation; *Peer Evaluation; Student Attitudes; Teacher Response; Two Year Colleges; *Writing Evaluation; *Writing Improvement

A study was conducted at the University of Maryland (College Park, Maryland) in the Fall 1985 15-week semester to test the effects of advanced knowledge of grading criteria on students' writing skills and attitudes in a Freshman Composition class. A holistic grading scale, which was distributed to students as a checklist for revising writing assignments, was developed and coordinated with the assignment sheet for each of six major papers. Students were assigned to either direct-instruction or peer-critique groups. Students in the direct-instruction group submitted their drafts to teachers and received written and in-class feedback. Students in the peer-critique groups had the opportunity to grade sample papers and classmates' drafts using the grading scale. The groups were compared on the basis of grade improvement on pre- and post-tests; the amount of out-of-class time spent by the teachers in responding to individual student papers; and student attitudes toward the grading procedures. The study found no significant differences in grade improvement or student attitude toward grading between the groups, although teachers spent significantly more out-of-class time responding to the papers of the direct-instruction group than to the peer-critique group. Appendixes include a sample assignment sheet and the grading scale/revision checklist. (EJV)

ED 289 583
PS 016 982

Couchman, Robert
Overtime Mothers, Undertime Fathers.
Vanier Inst. of the Family, Ottawa (Ontario).
PUB DATE- Oct 85
NOTE- 8p.; Paper presented at the Anniversary Conference of the Vanier Institute of the Family (Ottawa, Ontario, Canada, October 18-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Rearing; Dual Career Family; Employed Parents; *Family Life; Family Problems; *Family Relationship; Family Structure; Fathers; Foreign Countries; Homemaking Skills; *Home Management; *Mothers; *Parent Participation; *Sex Stereotypes
IDENTIFIERS- Canada; *Equality (Social)

Despite 20 years of hard fought gains to achieve respect as equal participants within the formal economy, the majority of working women have made only marginal progress in obtaining sexual equality within their families. While the roles of men and women within the family have historically been distinct and different, they have generally been balanced and equitable. Now, however, the majority of women not only perform full-time jobs outside the home, but are also expected to carry primary responsibility for child care and homemaking duties. Not until husbands and wives achieve a proper balance in their household and parenting responsibilities will the struggle for sexual equality be won. (PCB)

ED 289 598
PS 017 031

Copple, Carol E.; And Others
Path to the Future: Long-Term Effects of Head Start in the Philadelphia School District.
Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- Sep 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Attendance Patterns; *Day Care; Early Childhood Education; Educational Policy; *Grade Repetition; Group Testing; *Outcomes of Education; *School Districts; Student Participation
IDENTIFIERS- *Philadelphia School District PA; *Project Head Start

An investigation was made of standard, nonexperimentally administered Head Start programs in the Philadelphia School District. Findings replicate and extend past findings that Head Start children more often avoided serious school problems than did control children. Head Start children were less frequently retained as they moved through the elementary grades. In later grades, they had better attendance rates and missed fewer standardized tests than did comparison children. The Philadelphia data also confirm the consensus of past Head Start and other intervention studies in finding little or no lasting effect of early childhood programs on achievement test scores. After a brief introduction to the Philadelphia study in Chapter I, Chapter II describes the data base and explains how findings are presented and interpreted in the report. The principal findings of the Philadelphia study are summarized in the next two chapters; Chapter III concerns students' absences and participation in testing programs, and Chapter IV reports on retention in grade and achievement test performance. Chapter V discusses how Head Start produces lasting effects and considers policy implications of the Philadelphia findings and other research results. (RH)

ED 289 614
PS 017 058

Ismail, Maznah; Kong, Ng Wai
Teachers' and Students' Conceptions of Intelligence.
PUB DATE- Jul 87
NOTE- 33p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Concept Formation; Concept Teaching; Foreign Countries; *Fundamental Concepts; *High School Students; *Intelligence; Questionnaires; Rating Scales; Rural Urban Differences; *Secondary School Teachers
IDENTIFIERS- *Malaysia

This study, which involved a Malaysian sample, investigated students' and teachers' conceptions of intelligence, and related age and geographic differences. In phase 1, a group of 25 teachers and 196 of their 12-, 14-, and 16-year-old students were asked to describe the characteristics and behaviors of an intelligent student. Responses were used to construct a 38-item questionnaire with a four-point rating scale. The questionnaire was administered to 1,192 students and 205 teachers after modifications were made in the wording of items and instructions based on pre-testing. Preliminary analyses of the data indicated that, for all groups, the mean ratings for the majority of items ranged between very important to important. Some discordance was found between students and their teachers with respect to items in the categories of general abilities, interpersonal skills, and personality. It is argued that the difference in the teachers' and the students' perceptions of intelligence is important because that difference

reflects the extent to which attributes highly valued by teachers are being transmitted to their students. (RH)

ED 289 630
PS 017 080

MacWright, Alicia Cox

Planning and Implementing a Community Based Child Care Information and Referral Clearinghouse.

PUB DATE- 86
NOTE- 124p.; Ed.D. Practicum Report, Nova University. Some pages contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Clearinghouses; *Community Information Services; *Community Services; *Day Care; *Day Care Centers; Early Childhood Education; Program Descriptions; *Referral; Social Services

To provide for the planning and implementation of a community based, university sponsored, child care information and referral clearinghouse, a doctoral practicum project was undertaken. The primary goal of the project was to provide parents with up-to-date information about the full range of child care and children's services available in Middlesex County, New Jersey. The procedure for start-up and service delivery consisted of: (1) identification of providers; (2) compilation of the data base; (3) outreach and publicity; (4) the referral process; and (5) referral follow-up and evaluation. In the data base on the service providers, names of providers were catalogued and filed under the categories of child care, medical care, and consultants. The Child Care Clearinghouse received 135 requests for referrals during its first six months of operation, 89% of which were for child care. Most requests concerned care for infants and preschoolers. Included are 9 pages of references, 10 appendixes, and 9 tables. (SKC)

ED 289 659
RC 016 526

Wall, Milan; Luther, Vicki Braglio
The Entrepreneurial Community Case Study Project Identifying "20 Clues to Rural Community Survival."
Heartland Center for Leadership Development, Lincoln, NE.
PUB DATE- 87
NOTE- 22p.
AVAILABLE FROM- Heartland Center for Leadership Development, 941 O Street, Suite 818, Lincoln, NE 68502 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Attitudes; *Community Characteristics; *Community Development; Leadership Qualities; Long Range Planning; Quality of Life; *Rural Areas; Rural Development; *Rural Economics; Social Values; Success
IDENTIFIERS- Declining Communities; *Farm Crisis; Nebraska; *Survival; Value Sharing

An in-depth study of five successful rural Nebraska communities with populations ranging from 450 to 6,000 was undertaken to determine why some rural communities are coping with fundamental restructuring while others seem to have surrendered to the current agricultural economic crisis. Background information was gathered on each community, and community leaders were asked a series of questions related to quality of life, the economy, leadership, and future planning. The information gathered was analyzed for characteristics in common across all communities and used to write community profiles. A synthesis of insights into community success led to development of a series of 20 possible clues to rural community survival. The clues include points such as evidence of community pride, emphasis on quality in business and community life, careful use of fiscal resources, sophisticated use of information resources, willingness to seek help from the outside, and strong belief in and support for education. This report includes case studies of the five successful Nebraska communities (Broken Bow, Chadron, Eustis, Geneva, and Wausa) and an annotated list of the 20 clues to rural community survival. (JHZ)

ED 289 686
SE 048 771

Russell, Barbara
Waterbirds. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 80
NOTE- 160p.; Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Science; Environmental Education; Interdisciplinary Approach; *Marine Biology; Marine Education; Oceanography; *Ornithology; *Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; *Water Resources
IDENTIFIERS- *Project ORCA; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This activity packet, designed for the 4-6 grade levels, deals with the notion that the lives of waterbirds and humans have always been interwoven by the ecological threads affecting and affected by each. Included within the activities themselves are copies for transparencies, game boards and cards, charts, maps and cut-outs. Lists of resource people, places and reading for students and adults are attached to specific activities. Teacher Background Information Sheets and Student Handouts (used for student information and evaluation) have been included with most activities. (TW)

ED 289 716
SE 048 801

Tobias, Sheila
Succeed with Math: Every Student's Guide to Conquering Math Anxiety.
REPORT NO.- ISBN-0-87447-259-8
PUB DATE- 87
NOTE- 260p.; Some charts may not reproduce well.
AVAILABLE FROM- The College Board, Box 886, New York, NY 10101-0886 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Algebra; Calculus; *College Mathematics; *Content Area Reading; Geometric Concepts; Higher Education; *Mathematical Applications; Mathematical Concepts; *Mathematics Anxiety; Mathematics Education; Number Concepts; Problem Solving; *Student Attitudes

This book, written primarily for college students who feel uncomfortable with mathematics, attempts to provide its readers with new ways of thinking about mathematics, reading mathematics, studying mathematics, talking the language of mathematics and appreciating the power of using mathematics. Chapter 1 deals directly with the problem of math anxiety. The second chapter discusses the reading of mathematics. The rest of the book deals more directly with mathematics content including: (1) problem solving; (2) the wonders of pi; (3) taming numbers; and (4) equalities and inequalities. Included are some specific mathematical applications from social science, biology, economics and business. The final chapter suggests further readings. (PK)

ED 289 351
FL 017 065

TESOL Newsletter, Vol. 21, 1987.
Teachers of English to Speakers of Other Languages.
PUB DATE- 87
NOTE- 210p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Computer Assisted Instruction; Employment Practices; *English (Second Language); Films; Foreign Countries; Foreign Students; Intensive Language Courses; Language Teachers; Literacy; Masters Degrees; Newsletters; Professional Associations; Program Evaluation; Second Language Instruction; Self Evaluation (Groups); Teacher Developed Materials; Teacher Educator Education; Teacher Student Relationship; Teaching (Occupation); Textbooks; *Writing Instruction
IDENTIFIERS- China; Korea

The 1987 volume of the Teachers of English to Speakers of Other Languages (TESOL) newsletter includes articles on developing exercises for use with films in the classroom; foreign students; professionalism and the master's degree in teaching English as a second language (ESL); international issues; the politics of ESL instruction; teachers in the computer laboratory; connecting with the community in intensive ESL; current directions in ESL; ESL as a profession; composition instruction; the textbook explosion; entering the field of teacher training; computer-mediated communication; teaching non-literate adults; ESL instruction in China; program self-evaluation; the teacher-student relationship; teaching ESL in Korean universities; British versus American English, and an employment concerns survey. Professional announcements, association notes, books and materials reviews, and notes on successful teaching techniques are also presented. (MSE)

ED 289 411
HE 020 954

Shulman, Lee S.
Learning To Teach.

PUB DATE- Nov 87
NOTE- 6p.
AVAILABLE FROM- American Association of Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; *Experiential Learning; Higher Education; *Preservice Teacher Education; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- *Stanford University CA

Research investigating why learning to teach is difficult is considered, along with examples that illustrate the issues. A Stanford University study sought to understand difficulties in transforming knowledge to teaching. An example is that some literature classes teach social criticism as well as literature. Some novels also deal with typical problems like individuality and personal development issues, and English teachers also have to teach writing and usage as well. Stanford University's teacher education program is developing uses for case studies of teaching in a manner analogous to the ways business and law schools use them. Examples are cited about how learning from experience for teachers is not simple and does not occur automatically. Effective techniques used by teachers of content courses have been cited as sources of learning to teach by student teachers. A program leading to a teaching degree at Stanford University emphasizes observation by undergraduates of effective methods used by their teachers. (SW)

ED 289 480
IR 012 947

McCluskey, Chuck
Interactive Video in the Classroom.
PUB DATE- Nov 85
NOTE- 9p.; Paper presented at the National Staff Development Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programing); Behavioral Objectives; Classroom Observation Techniques; Educational Psychology; Higher Education; *Instructional Development; *Interactive Video
IDENTIFIERS- *Dakota State College SD

This report explains the development of an experimental project that is one of five such projects making up the Dakota State Teacher's Assistant Series (Dakota State College, Madison, South Dakota). The projects use interactive computer-controlled video programs and involve the social sciences. The project highlighted here involves educational psychology students and their observations of specific behaviors in the classroom. Five phases in the development of the modules are described: (1) identification of objectives; (2) writing of textual materials; (3) development of the logic diagram; (4) shooting video scenes; and (5) using the authoring package. The content of the first three modules is briefly described, and a discussion of problems associated with the project concludes the report. A list of persons to contact for additional information on the project is attached. (RP)

ED 289 495
IR 012 962

Ellington, Henry
How To Design Programmed Learning Materials. Teaching and Learning in Higher Education, 12.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 27p.; For a related guide, see IR 012 961.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Foreign Countries; Higher Education; *Material Development; *Production Techniques; *Programed Instruction; *Programed Instructional Materials; Teacher Developed Materials
IDENTIFIERS- *Printed Materials; Skinner (B F)

A sequel to the booklet "How to Produce Printed and Duplicated Materials," this booklet begins by providing an overview of programmed learning. This introduction shows how the field has developed since the work of B. F. Skinner in the 1950s and explains what is generally meant by the term "programmed learning" today. Guidelines for planning and writing textual programmed materials are then presented, which deal in turn with all the various stages in the process: (1) determining the objectives; (2) choosing the content; (3) choosing a suitable programming model; (4) designing the program; and (5) writing the individual frames. Part of a typical programmed text is provided as an example, and a list of four annotated references recommended for further reading is included. (MES)

ED 289 511
IR 052 077

Yuan, Yu Yong
Der Computer Lernt Chinesisch. Benutzeranweisung fur die Mehrisprachige Terminologiedatenbank MIDASTA (The Computer Learns Chinese: A User's Guide to the Multi-Language Terminology Database, MIDASTA).
Gesellschaft fur Information und Dokumentation, Frankfurt/Main (West Germany).
PUB DATE- 86
NOTE- 13p.; Paper presented at INFOBASE '86 (Frankfurt am Main, West Germany, 1986).
LANGUAGE- German
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Databases; Dictionaries; *English; *German; Microcomputers; *Online Systems; *Reprography; *Vocabulary
IDENTIFIERS- *MIDASTA

This brochure describes MIDASTA (Microcomputer gestutztes Datenverwaltungssystem fur Terminologie Arbeit), a computerized Chinese-German-English, German-Chinese-English, and vice versa, dictionary of reprography terminology. It also provides information on the uses of the system and the necessary hardware and software, and briefly describes possible adaptations by the user. Also described is the updated version of MIDASTA, which includes definitions and synonyms as well as the Chinese, English, and German terms. Four references are listed. (EW)

ED 289 526
IR 052 245

Crews, Kenneth D.
University Copyright Policies in ARL Libraries. SPEC Kit 138.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Oct 87
NOTE- 137p.; For a SPEC Kit focusing more narrowly on library concerns, see ED 242 338.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00 per copy; subscriptions are available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Computer Software; *Copyrights;

Higher Education; *Legal Problems; *Legal Responsibility; Library Surveys; Ownership; *Policy; Reprography; *Research Libraries

The product of a detailed study of university copyright policies in Association of Research (ARL) Libraries, this System and Procedures Exchange Center (SPEC) flyer/kit approaches copyright use and ownership policies from the viewpoint of university administrations as well as libraries. A brief introduction discusses policies on use and ownership of materials, the scope of this study, and issues to be considered when developing university policies. The major part of this kit is a collection of topically-arranged groupings of unedited primary source documents submitted by respondents to the survey, including: (1) introductory brochures (University of Colorado and University of California at Davis); (2) comprehensive or general copyright policies (Indiana University, University of Massachusetts, Brigham Young University, and University of Utah); (3) specialized policies (University of Utah, Stanford University, and University of Rochester); (4) general ownership policies (Texas A&M University and University of Washington); and (5) ownership policies for specific materials (University of Delaware and University of Missouri). These materials address such issues as the definition of objectives of a copyright policy, interests of the institutions with respect to copyright applications, and development and implementation of a copyright policy by an institution. A selected reading list of 19 items is also provided. (CGD)

ED 289 568
JC 880 031

Compton, Clark W.
Financing Your Small Business: A Workbook for Financing Small Business.
Oregon Small Business Development Center Network, Eugene.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.; Small Business Administration, Portland, OR.
PUB DATE- 86
NOTE- 64p.; For other workbooks in this series, see JC 880 026-030.
AVAILABLE FROM- Oregon Small Business Development Center Network, 1059 Willamette St., Eugene, OR 97401 ($10.00, plus $1.00 postage and handling per book).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Banking; *Business Education; *Credit (Finance); *Economic Opportunities; Entrepreneurship; *Financial Support; *Small Businesses; Workbooks

Designed to assist established businesspeople with the development of a loan proposal, this workbook offers information on sources of financing and step-by-step guidance on applying for a loan. After chapter I discusses borrowers' and lenders' attitudes towards money, chapter II offers suggestions for determining financial needs. Chapter III lists a variety of possible sources of funding, including relatives and friends, venture capital companies, personal assets, insurance policies, credit unions, suppliers and customers, factoring companies, banks, savings and loan associations, the Small Business Administration, certified development companies, and leasing companies. Chapter IV presents a sample loan proposal and worksheets corresponding to the following proposal sections: application, guarantee, purpose, repayment, collateral, financial data, comments regarding financial data and forecast, financial data guarantor, comments regarding financial data guarantor, history and operations, and conclusion. Chapter V offers suggestions on making the loan presentation, including guidance on determining who will make the presentation, finding the appropriate lending institution and loan officer, preparing and rehearsing, and making the presentation. Chapter VI presents concluding comments. (UCM)

ED 289 673
SE 048 758

Jones, Claire
Beach Profiles and Transects. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 80
NOTE- 58p.; For a related document, see SE 048 759. Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecology; Environmental Education; Field Instruction; Field Trips; Interdisciplinary Approach; Marine Biology; *Marine Education; Mathematics Education; *Mathematics Instruction; *Measurement; Oceanography; Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Water Resources
IDENTIFIERS- *Project ORCA; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This activity packet designed for grade levels 8-9 focuses on making measurements on beaches. The activity "Profiles" gives directions on how to measure and record the profile of a slope. In the "Transect" activity, students sample populations using the single line transect-quadrat method. This activity is intended to follow up studies of beach zonation in the packet "Beaches." In addition to measuring and sampling techniques, analysis of the inter-relatedness of beach life and environmental factors is stressed. (TW)

ED 289 366
FL 017 080

Rosenbusch, Marcia H.
Foreign Language Learning and Children: The Parental Role. ERIC Q&A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 6p.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Children; Educational Objectives; Elementary Secondary Education; Learning Strategies; Parent Attitudes; *Parent Influence; *Parent Participation; *Parent Teacher Cooperation; Second Language Learning; *Second Language Programs; *Second Languages
IDENTIFIERS- *ERIC Digests

Parents of children in elementary and secondary school foreign language programs want to know what outcomes they can expect from the programs and how they can support and encourage their children's language study. Learning outcomes vary with program goals. Program types include immersion, partial immersion, foreign language in elementary schools (FLES), and foreign language experience or exposure (FLEX). The parent's influence on the child can be both passive and active, but active encouragement is associated with better language learning. Parents can demonstrate their positive attitude toward language learning by actively participating in a variety of ways at home, at school, and in the community. At home, parents can encourage, but should not push, their children by praising them for their growing interest and ability and knowledge of the foreign culture. At school, parents can establish a positive relationship with the teacher and staff, volunteer to help, and share with the teacher evidence of the child's progress. Families can also help educate the community about the value of foreign language learning and establish new programs. There are many organizational and information resources available to parents for these purposes. (MSE)

ED 289 439
HE 021 031

Teaching Tips for TAs. A Sourcebook of Suggestions and Guidelines for Teaching Assistants.
California Univ., Los Angeles. Office of Instructional Development.
PUB DATE- Sep 87
NOTE- 113p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Cheating; *College Instruction; Discussion (Teaching Technique); Grading; *Graduate Students; Higher Education; Laboratories; Lecture Method; Plagiarism; Problem Solving; Student Evaluation; Student Motivation; Teacher Responsibility; Teacher Student Relationship; *Teaching Assistants; Teaching Guides; *Teaching Methods; Test Construction; Writing Instruction
IDENTIFIERS- *Teaching Assistant Training Project; *University of California Los Angeles

A handbook for University of California, Los Angeles, (UCLA) teaching assistants is provided compiled from materials developed at UCLA and other college teaching programs. Separate sections cover: teaching roles, meeting the first class, leading sections, teaching one's own course, motivating students, teaching tips, preparing examinations, student writing, cheating and plagiarism, grading using audiovisual aids, problem-solving techniques, and advice and referrals to help students solve academic and personal problems. For each of six teacher roles (e.g., expert socializing agent), a chart specifies goals, characteristic skills, and major sources of student motivation and fear. Suggestions are provided on leading discussion, laboratory, and foreign language sections, including attitudes and preparation by teachers and students. Construction of recognition (objective), recall, and subjective tests is addressed, along with criteria for grading student essays, writing anxiety, and issues concerning grading versus evaluation. Suggestions for preparing slides are offered, and advantages and disadvantages of the following types of audiovisuals are identified: slides, filmstrips, overhead transparencies, 16mm films, videos, and computers. Specific UCLA instructional media services are also described. (SW)

ED 289 453
HE 021 068

Stock, William P.; And Others
A Study of English Placement Test Subscores and Their Use in Assigning CSU, Fresno Freshmen to Beginning English Courses.
California State Univ., Fresno.
PUB DATE- 15 Aug 86
NOTE- 81p.; A research study presented to the English Placement Test Development Committee, California State University, Fresno.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *College English; College Entrance Examinations; *College Freshmen; *Educational Testing; English (Second Language); Essay Tests; Grade Point Average; Higher Education; Introductory Courses; Predictor Variables; Remedial Instruction; *Screening Tests; State Universities; *Student Placement; *Writing (Composition)
IDENTIFIERS- *California State University Fresno

Differences between California State University, Fresno, students eligible to enroll in freshman composition and those who appeared to need reading and writing remediation were studied. Attention was directed to differences between students scoring below the first quartile on the English Placement Test (EPT) reading subscore and those scoring at or above this point. Of concern were demographic factors, persistence to the end of the freshman year, cumulative units completed in the first year, grade point average in the first year, grades in English 1, and entrance examination scores. Differences in EPT subscores related to student's sex, ethnicity, self-reported English as a second language status, and decision about a major at college entrance were also investigated. The EPT reading subscore was not a better predictor of persistence and academic progress than other objective components of the EPT. However, the fact that the EPT essay subscore was more highly related to persistence strongly supports the accuracy and consistency of essay testing. Significantly less variability existed in the EPT essay subscore than in three objective test subscores on the basis of ethnicity and English as a second language status. Additional findings are discussed. A 154-item selected bibliography concludes the document. (SW)

ED 289 615
PS 017 059

Nurmi, Jari-Erik
Adolescents' Future Orientation, Life Span, and Socialization in the Family Context.
PUB DATE- Jul 87
NOTE- 10p.; Poster paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *Adolescents; *Age Differences; *Aspiration; Family Life; Foreign Countries; *Mothers; Occupational Aspiration; *Parent Influence; *Planning
IDENTIFIERS- *Finland; Internality Externality

A total of 148 Finnish adolescents were interviewed about their hopes for the future. The content, extension, internality, and actualization levels of each hope were estimated from the adolescents' answers. Scores measuring the level of future planning and internality were calculated from questionnaires filled out by 138 of the mothers. Results indicated that adolescents' hopes mainly concerned their future occupation, education, and family. Moreover, the older the youth were, the more aims they had concerning those main concerns. Thus, adolescents' thinking about the future realistically reflected the structure of developmental events in their life span. Mothers' greater involvement in planning their own lives was significantly related to adolescents' higher realization level of educational aims. Furthermore, mothers' higher scores on internality were significantly related to children's higher scores on internality concerning the actualization of their educational aims. Author/RH)

ED 289 645
RC 016 497

Oversight Hearing on the Educational, Literacy and Social Needs of the Hispanic Community. Hearing before the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (Los Angeles, CA, March 20, 1987).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 87
NOTE- 189p.; Serial No. 100-14. Some pages contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Literacy; *Bilingual Education; Citizenship Education; *Dropout Prevention; Educational Change; *Educational Needs; Educational Policy; Elementary Secondary Education; English (Second Language); Hearings; Higher Education; High Risk Students; *Hispanic Americans; Immigrants; Limited English Speaking; *Literacy; Mexican American Education; Policy Formation; Program Descriptions; Program Effectiveness; Socioeconomic Status; Student Characteristics
IDENTIFIERS- Bilingual Education Act 1984; *California; Congress 100th; English Only Movement; Immigration Impact; Los Angeles Unified School District CA

The House Committee on Education and Labor, with the participation of the Congressional Hispanic Caucus, met to hear testimony and gather information in order to support congressional efforts aimed at reducing the incidence of Hispanic dropouts and adult illiteracy. Testimony was heard from Richard Fajardo of the Mexican American Legal Defense and Education Fund; Elias Galvan of John Glenn High School (Norwalk, California); Juan Hurtado of the National Origin Desegregation Center at San Diego State University; Reynaldo Macias and Rafael Magallan of the Tomas Rivera Center; Harry Pachon of the National Association of Latino Elected Officials; Hilda Solis, a Trustee for Rio Hondo Community College; and Victoria Verches of the Association of Mexican American Educators. A great deal of the testimony focused on best educational practices for students with limited English proficiency, and the experience of Los Angeles and other California schools was used as illustration. Additional topics of discussion included educational and socioeconomic status of Hispanics, dropout rates, educational tracking, number of Hispanic teachers, social and economic consequences of illiteracy, English only lobbying, bilingual education, and the impact of immigration reform on the demand for English as a second language and citizenship classes. (JHZ)

ED 289 702
SE 048 787

Science: Grade 8. Curriculum Bulletin 1967-68 Series No. 20. [Revised].

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-00-8040-31; ISBN-88315-388-2
PUB DATE- 85
NOTE- 395p.; Drawings may not reproduce well.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum & Instruction, Office of Curriculum Development and Support, Curriculum Editorial and Production Unit, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biology; Chemistry; Earth Science; Environmental Education; *General Science; *Grade 8; Junior High Schools; Physics; *Science Activities; Science Education; *Science Experiments; *Science Instruction; Science Tests; *Secondary School Science
IDENTIFIERS- New York City Board of Education

This document was developed to provide eighth-grade teachers in New York City with a sequence of instructional activities in science. The major portion of the guide is divided into four instructional units. The first unit, "Chemistry," includes lessons and activities on liquid solutions, suspensions and emulsions, acids, bases, neutralization, and air pollution. Unit II, "Physics," deals with energy, force and work, machines, and density and pressure. Unit III, "Biology," addresses digestion and absorption, circulation, and respiration, excretion, and behavior. The final unit, "Earth Science," pertains to the atmosphere and weather. Each section includes background information for the teacher, objectives, procedures for activities and experiments, homework assignments, and an appendix. The appendices contain test items that could be used to evaluate the effectiveness of the unit. (TW)

ED 289 717

SE 048 802

Why? Student Research.
Ohio Academy of Science, Columbus.

PUB DATE- [87]
NOTE- 13p.; This publication was made possible in part by a grant from the Ohio Department of Development, Office of Energy Conservation through funds provided by The United States Department of Energy, Energy Extension Service Program.
AVAILABLE FROM- Ohio Academy of Science, 445 King Ave., Columbus, OH 43201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Area Reading; Language Arts; *Problem Solving; Science Education; Science Fairs; Secondary Education; *Secondary School Science; *Student Projects; *Student Research; *Writing Skills

Student research programs offer students the principles and concepts of science, but also the opportunity to develop skills in other curriculum areas, including reading, language, problem solving, and writing. The brochure contains sections which specifically address the educational value of such programs, science days, project components, and implementation. A major section deals with planning and management of a science day, and includes information on: (1) scheduling; (2) judges; (3) volunteers; (4) performance criteria; (5) supplies; (6) floor plans; (7) programs; (8) publicity; and (9) awards. (TW)

ED 289 733
SE 048 818

The Role of Science and Technology in Competitiveness. Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology, House of Representatives. One Hundredth Congress, First Session, April 28-30, 1987.
Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.
PUB DATE- 87
NOTE- 1,173p.; Contains small print which may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF09/PC47 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Science; Competition; Economic Climate; *Engineering; Hearings; Higher Education; International Relations; *International Trade; *Legislation; Measurement; *Metric System; *Research and Development; Science and Society; Science Education; World Affairs
IDENTIFIERS- Congress 100th

This document contains the text of three days of hearings before the United States House of Representatives Subcommittee on Science, Research, and Technology. The hearings were held to consider the role of science and engineering in world competitiveness, particularly with regard to the United States' nonmetric posture in a metric world. Testimony is included from: (1) The Honorable Don Ritter (U.S. Representative from Pennsylvania); (2) Dr. Lewis Branscomb (Harvard University); (3) Dr. Gordon Millar (National Academy of Science); (4) Helen Davis (American Society of Testing and Materials); (5) Daniel DeSimone (American Association of Engineering Societies); (6) Kenyon Taylor (North American Tool Company); (7) Frank Feigin (Digital Equipment Corporation); (8) Douglas Riggs (Department of Commerce); (9) Dr. Allen B. Rosenstein (University of California at Los Angeles); (10) Stanley Winkleman (Stanley Winkleman Associates); (11) Dr. Russell Drew (Institute of Electrical and Electronic Engineers); (12) Dr. Ronald L. Kerber (Department of Defense); (13) Larry Sumney (Semiconductor Research Corporation); (14) Charles E. Sporck (National Semiconductor Corporation); (15) Charles H. Ferguson (Massachusetts Institute of Technology); (16) Dr. William R. Graham (Science Adviser to the President); (17) J. Michael Farrell (Department of Energy); (18) Richard B. Geltman (National Governors' Association); (19) Frank H. T. Rhodes (Cornell University); (20) George H. Dummer (Massachusetts Institute of Technology); and (21) William Carpenter (Martin Marietta Energy System, Inc.). (TW)

ED 289 555
JC 880 012

MATC Fact Book, January 1988.
Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.

PUB DATE- Jan 88
NOTE- 156p.; Printed on colored paper. Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Age; Class Size; *College Faculty; Community Colleges; Day Students; *Enrollment Trends; Evening Students; Full Time Equivalency; *Institutional Characteristics; Minority Groups; Multicampus Colleges; School Personnel; Two Year Colleges; *Two Year College Students

This 1987-88 fact book for Milwaukee (Wisconsin) Area Technical College (MATC) presents data on institutional characteristics, faculty and staff, full-time equivalent enrollments, student characteristics, and facilities for the MATC district and each of the college campuses. Highlights derived from an analysis of data and trends include the following: (1) enrollment in associate degree courses increased from 28.4% of headcount in fall 1980 to 45.4% of headcount in fall 1987 and from 51.96% of full-time equivalent (FTE) enrollment in 1980 to 56.5% of FTE in 1986; (2) minority enrollments increased from 24% of total day class enrollments in fall 1980 to 30.6% in fall 1987; (3) females continued to comprise the majority of enrollments in both day and evening classes; (4) the most important factor in stabilizing enrollments affected by the declining 18- to 24-year-old population was a significant increase in the median age of MATC students from 1981-82 to 1986-87; (5) first semester day headcount enrollment increased from a reported 16,115 in 1986-87 to 16,953 in 1987-88, while evening headcount enrollment increased from 18,544 in 1986-87 to 19,218 in 1987-88; and (6) associate degree fall headcount enrollments reached an all-time high of 15,121 in 1987-88. (UCM)

ED 289 584
PS 017 003

Core Competencies and Key Skills for Missouri Schools: For Grades 2 through 10.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Sep 86
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civics; *Core Curriculum; Elementary Secondary Education; English; Language Arts; Mastery Learning; Mathematics; *Minimum Competencies; Reading; Sciences; *Skills; Social Studies
IDENTIFIERS- Missouri

This guide provides a list of learner outcomes for students in grades 2 through 10 that are important for subsequent learning in the associated subject area. Competencies and skills are indicated for the following subject areas: (1) language arts, reading, and English; (2) mathematics; (3) science; and (4) social studies and civics. Each section of the guide includes a list of resources pertaining to the subject area. In addition, procedures for incorporating the listed skills into the local curriculum are presented, along with a statement on promotion and retention policies. (PCB)

ED 289 631
PS 017 081

Florida's Economic Future and the Child Care Crisis for Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (Miami, Florida, June 22, 1987).
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 22 Jun 87
NOTE- 148p.; Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06387-4, $4.25).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Role; *Day Care; Early Childhood Education; *Economic Change; *Economic Factors; *Low Income Groups; Public Agencies; Social Agencies; Welfare Agencies; Youth Agencies
IDENTIFIERS- *Florida

The Prevention Strategies Task Force of the Select Committee on Children, Youth, and Families of the United States House of Representatives met in Miami, Florida, to discuss changes in the Florida economy that are creating a crisis in day care services. During the meeting, 11 officials from Florida child care provider groups, state government committees, and state social agencies addressed Florida's child care needs. Supplemental prepared statements, letters, and other materials from 13 representatives of other child care groups, state and local agencies, law enforcement officials, and government committees were also read into the record. The committee concluded that the Federal Government must reverse its trend of decreasing funding for child care and must start to allocate the substantial amounts of funding necessary to protect young children from the lack of day care or the possible abuses of day care. The text of a report on Florida's child care crisis and a letter with additional pertinent information are appended. (SKC)

ED 289 352
FL 017 066

Holt, Daniel D.; And Others
English for Teachers.
Peace Corps, Seoul (South Korea).
PUB DATE- 74
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; *Daily Living Skills; Dialogs (Language); *English (Second Language); Foreign Countries; Grammar; Health Education; Interpersonal Communication; Proverbs; *Reading Materials; Second Language Instruction; Teacher Student Relationship; Teaching Guides
IDENTIFIERS- *Peace Corps; *South Korea

The text for English as a second language is designed to help Peace Corps volunteers and Korean teachers of English improve English language instruction in South Korea. It is not a complete course, but a review of basic English grammar for use in classroom communication, designed as a basis for curriculum and materials development. Topics covered in the units include the environment, contemporary living, careers, health, adventure and travel, and interpersonal communication. Each unit contains a reading selection, notes on grammatical points, sample conversational exchanges, songs or quotations, and writing exercises. (MSE)

ED 289 381
FL 017 111

Schulz, Alfred
English-French-Mandinka Lexicon.
Peace Corps, Washington, D.C.
PUB DATE- Nov 83
NOTE- 83p.
LANGUAGE- English; French; Mandinka
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- African Languages; Developing Nations; *English; Foreign Countries; Form Classes (Languages); *French; Individual Instruction; *Mandingo; Phonology; *Pronunciation Instruction; Uncommonly Taught Languages; *Vocabulary; Word Lists
IDENTIFIERS- Peace Corps; *Senegal

A basic vocabulary of words in English, French, and Mandinka was designed for Peace Corps volunteers in Senegal. An introductory section gives a brief overview of Mandinka pronunciation. The English word list is organized alphabetically with the French and Mandinka equivalents supplied in parallel columns. An appendix provides lists of time-related vocabulary, numbers, prepositions and conjunctions, and pronouns. (MSE)

HE

ED 289 396
HE 020 855

Whipple, William R.
Collaborative Learning: Recognizing It When We See It.
PUB DATE- Oct 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Cognitive Style; *College Instruction; *Cooperation; *Educational Theories; Higher Education; *Learning Theories; Socialization; *Teaching Styles
IDENTIFIERS- *Collaborative Learning

The concept of collaborative learning is discussed, with the following definition offered: "a pedagological style that emphasizes cooperative efforts among students, faculty and administrators." The paper focuses on the following characteristics: (1) collaboration means that both teachers and learners are active participants in the educational process; (2) collaboration bridges the gulf between teachers and students; (3) collaboration creates a sense of community; (4) collaboration means that knowledge is created not transferred; (5) collaboration makes the boundaries between teaching and research less distinct; and (6) collaboration locates knowledge in the community rather than in the individual. (KM)

ED 289 412
HE 020 973

Collective Bargaining Agreement between the Board of Trustees of Delaware State College and the Delaware State College Chapter of the American Association of University Professors, 1986-1990.
American Association of Univ. Professors, Washington, D.C.; Delaware State Coll., Dover.
PUB DATE- 86
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; Professional Development; Records (Forms); *State Colleges; Teacher Employment Benefits; Teacher Placement; Teacher Promotion; Teacher Salaries; Teacher Strikes; Tenure; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Delaware State College; Dues Checkoff

The collective bargaining agreement between the board of trustees and the Delaware State College chapter of the American Association of University Professors (AAUP) covering the period 1986 to 1990 is presented. Items covered in the agreement include: definitions; recognition of unit; non-discrimination; rights and privileges (professional dues deduction, access to information, management rights); appointment and reappointment (qualifications, search procedures, etc.); promotion and tenure (procedures, appeals, etc.); professional development (sabbatical leave, other leave, travel); severance procedures (resignation, nonreappointment, dismissal and other sanctions, termination, disability, grievance procedure); evaluations, including of chairmen, academic directors, and head librarians; workload (work year, academic load, faculty representation, availability, committees, overload, funded research, outside employment, department or library assistants, etc.); working conditions (hours, facilities, services); grievance and arbitration; personnel files; released time; salaries (increases, adjustments, minima, department chairmen compensation, excellence awards, etc.); fringe benefits (insurance, leaves, holidays, school closings, notifications); governance (departmental, designation of chairman, search committees, administrative equivalence); past practice; legislative clause; implementation of agreement (no strike or lockouts, etc.); and effect, duration and renegotiation. The salary deduction authorization is appended. (LB)

ED 289 425
HE 020 990

Collective Bargaining Agreement between Lincoln University of the Commonwealth System of Higher Education and Lincoln University Chapter of the American Association of University Professors, September 1, 1986 to August 31, 1988.

American Association of Univ. Professors, Washington, D.C.; Lincoln Univ., Jefferson City, Mo.

PUB DATE- 1 Sep 86

NOTE- 70p.; Appended exhibits contain small, blurred print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Freedom; Access to Information; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Equal Opportunities (Jobs); Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Librarians; Personnel Policy; Retrenchment; Salaries; *State Universities; Tenure; Unions

IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Dues Checkoff; *Lincoln University MO; Personnel Files

The collective bargaining agreement between Lincoln University and the university chapter of the American Association of University Professors (AAUP) is presented covering the period September 1, 1986 through August 31, 1988. The following 20 articles comprise the document: recognition; definitions; purpose of agreement; university administration; chapter service items; governance; no discrimination; personnel files; no strike, no lockout; academic freedom; academic tenure; standards and procedures; workload; grievance procedure; faculty retrenchment; salary and compensation; librarians; legislative action; miscellaneous; and duration. "Side understandings" are appended regarding faculty housing, faculty salary payments, summer session tuition, no action taken against faculty due to a previous work stoppage, and teaching days lost due to the work stoppage. A salary dues deduction authorization form is

also attached. Additional exhibits are provided pertaining to faculty, departments and divisions of study, appointments, promotion, severance, academic freedom, leaves of absence, and amendments to and distribution of the agreement. (LB)

ED 289 466
IR 012 932

Lim-Quek, Muriel; And Others
The Effect of Principle-Procedure and Procedure-Principle Sequencing on Learning Outcomes. IDD&E Working Paper No. 19.
Syracuse Univ., N.Y. School of Education.
PUB DATE- Jul 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Accounting; Business Education; Comparative Analysis; Hypothesis Testing; *Instructional Design; *Intermode Differences; Pretests Posttests; *Sequential Learning; *Student Attitudes; Theory Practice Relationship; *Transfer of Training; Two Year Colleges

This study tested the effects of two instructional sequences--principle-procedure and procedure-principle--on the application and transfer of learning. It was hypothesized that a principle-procedure sequence would result in better near-transfer and far-transfer and that students would prefer this sequence. The 38 freshmen enrolled in a business studies course at a community college who served as subjects were divided on a stratified random assignment into two groups. Two modules--a Principle Module and a Procedure Module--were prepared in booklet form on the topic of presentation of a statement of changes in financial position. Students in the two groups were given the same instruction, differing only in the order in which the modules were presented. A posttest measured near-transfer and far-transfer learning, and a post-questionnaire gathered personal data and responses on attitudes and preferences regarding the sequencing of instruction. Results showed no significant difference in learning outcomes but there was a general preference for the principle-procedure sequence. Eight references are provided as well as a list of other publications in this series of working papers. (Author/MES)

ED 289 481
IR 012 948

Kercher, Lydia; McClurg, Patricia
Keyboarding Issues in Elementary Education: Some Research Findings.
PUB DATE- Nov 85
NOTE- 12p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Rating; Comparative Analysis; Creative Writing; Grade 5; Intermediate Grades; *Intermode Differences; *Keyboarding (Data Entry); Literature Reviews; *Microcomputers; Motor Development; *Teaching Methods; Typewriting; Word Processing

This paper explores the issue of how, when, and where to teach keyboarding at the elementary school level through a review of the keyboarding literature and descriptions of three studies conducted with fifth grade students in the laboratory school at the University of Wyoming. The literature review briefly summarizes findings on the following topics: (1) when keyboarding skills can be taught; (2) whether motor proficiency affects the ability to acquire keyboarding skills; (3) whether formal keyboarding instruction improves elementary students' keyboarding skills; (4) the effect of keyboarding on student achievement in other subject areas; and (5) the students' attitudes toward learning keyboard skills. The three studies conducted at the University School are then described. The first involved observation of students learning keyboarding with a personal typing book and progressing at their own rate. The second study compared the achievement of two groups learning keyboarding using the traditional typing text and individualized instruction; one group used Apple microcomputers and the other used typewriters. The third study investigated whether students who had completed a nine-week keyboarding class would produce longer stories using a computer than students who had no formal keyboarding instruction. It was found that elementary students showed positive attitudes toward keyboarding activities, learned to keyboard through formal instruction, and showed some improvements in language arts achievement as a result of participation in keyboarding activities. (RP)

ED 289 496
IR 012 963

Ellington, Henry
A Guide to the Use of Non-Projected Displays. Teaching and Learning in Higher Education, 13.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 25p.; For a related guide, see IR 012 960.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Foreign Countries; Higher Education; *Material Development; *Production Techniques; *Teacher Developed Materials; *Teaching Methods; *Visual Aids

A sequel to the booklet "A Review of the Different Types of Instructional Materials Available to Teachers and Lecturers," this booklet begins by looking at the potential role of non-projected displays in different instruction situations, i.e., mass instruction, individualized learning, and group learning. Four main classes of non-projected displays are then examined, and guidelines for producing each type of display are presented: (1) chalkboard and markerboard displays; (2) adhesive displays such as feltboards, hook and loop boards, and magnetic boards; (3) flat display materials such as flipcharts, charts and wallcharts, and posters; and (4) three-dimensional display materials such as mobiles, models, dioramas, and realia. Suggestions for using these materials are included and an annotated list of five items recommended for further reading is provided. (MES)

ED 289 512
IR 052 078

Simon, Hans-Reiner; And Others

Datenbanken in der Bundesrepublik Deutschland--Eine Ist-Analyse: Stand 1985. Teil 2: Das welweite Datenbankangebot--Versuch einer Synopse. Stand 1985 (Part 1: Databases in West Germany: An Information Studies Analysis of the Status through 1985. Part 2: Worldwide Database Offerings: The Search for a Synopsis through 1985).

PUB DATE- Jun 86
NOTE- 129p.; Paper presented at Gesellschaft fur Information und Dokumentation (Frankfurt am Main, West Germany, June 1986).
LANGUAGE- German
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; Comparative Analysis; *Databases; Foreign Countries; Global Approach; Information Dissemination; Information Science; *Natural Sciences; Online Systems
IDENTIFIERS- United States; *West Germany

This two-part, general overview is designed to provide students of information science with a fresh look at the information market, especially database development. In the first part, it is noted that the generation of databases is most common in the United States at the present time, while West Germany plays a minor role. The need for West Germany to make improvements in the field of business databases is pointed out, although it is also noted that the natural sciences have very sophisticated German databases. The second part explores the development of databases worldwide, providing information on country of origin, database subject area, and market volume. The first section of the text is supplemented with 17 tables, 12 figures, and a 33-item bibliography; and 7 tables, 11 figures, and a 36-item bibliography are included in the second section. (EW)

ED 289 540
JC 870 531

Kangas, Jon Alan
How Many Students Do Not Meet Prerequisites for San Jose/Evergreen Community College Courses? Institutional Research Report #68.
San Jose/Evergreen Community Coll. District, San Jose, CA.
PUB DATE- 1 Sep 87
NOTE- 23p.; For prior report, see ED 274 394.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Admission Criteria; Basic Skills; College Students; Community Colleges; *Computer Oriented Programs; Courses; *Prerequisites; Two Year Colleges

In fall 1985, a computerized prerequisite checking system was implemented in the San Jose/Evergreen Community College District (SJ/ECCD) featuring an informational mode, which provides information about whether a student meets a prerequisite, and a lock-out mode, which prevents a student from registering for classes if prerequisites are not met. The system was in an informational mode for all courses for fall 1985 and spring 1986, and began implementing the lock-out mode for English in fall 1986, and for English as a Second Language in spring 1987. In summer 1987, a study was conducted to choose additional disciplines for the lock-out mode. Study findings included the following: (1) as course prerequisites were increasingly enforced and as available data became more accurate and complete, the total percentage of students not meeting prerequisites decreased from 41% to 31% to 24% to 15% between fall 1985 and spring 1987; (2) disciplines with complex prerequisites or in which students could easily by-pass advisory prerequisites anticipated the greatest impact; (3) of the disciplines scheduled for lock-out in fall 1987 and spring 1988, the disciplines with the greatest percentage of students not meeting prerequisites in spring 1987 were Construction (57%), Laser (32%), Nursing (30%), and Drafting (28%). (EJV)

ED 289 599
PS 017 033

Hartup, Willard W ; Laursen, Brett
Friendship and Conflict: Synergies in Child Development.
PUB DATE- Jul 87
NOTE- 18p.; Paper on which poster was based was presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Aggression; *Conflict; *Friendship; *Peer Relationship; *Preschool Children; Preschool Education; Social Behavior
IDENTIFIERS- *Conflict Management; *Negotiation Processes
This paper, which probes current knowledge about the role of conflict in the formation and maintenance of children's friendships, presents results of an observational study of the spontaneous conflicts of nursery school children. Observed were 26 males and 27 females from two classrooms in a university's nursery school and one classroom in a child care center. Mean age of the sample was 4 years, 5 months. Focal children were observed over 10 weeks during play for 6-minute segments. Observers' descriptions of each child's activities were recorded. Friendship status was assumed whenever a child spent 25 percent or more of observed time with a given peer. Subjects were categorized as mutual friends, unilateral friends, or neutral dyads. Coders identified instances of conflict and conflict components; the latter included precursors, issues, resolution strategies, emotional intensity, outcome, presence or absence of aggression, subsequent proximity, and subsequent interaction. While contexts of conflict and issues of disagreement did not differ according to friendship status, friends used negotiation more frequently than did nonfriends. Friends also effected more equitable outcomes, had less intense conflicts, and more frequently maintained proximity and continued interaction. Conflicts involving unilateral relationships resembled those which occurred between neutral associates in modes of resolution, but unilateral peers' subsequent interaction was similar to that of mutual friends. (RH)

ED 289 660
RC 016 527

Cohen, Julius
Survey of Rural Nebraska Youth Concerns.
South Central Comprehensive Community Mental Health Center, Kearney, NE.
PUB DATE- Dec 87
NOTE- 38p.; Paper presented at the Annual Meeting of the Working with Families Conference (7th, Manhattan, KS, November 3-5, 1987). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anger; Antisocial Behavior; Anxiety; *Depression (Psychology); *Drinking; *Drug Use; Emotional Problems; Family Relationship; Financial Problems; Helplessness; High Schools; *High School Students; *Quality of Life; Questionnaires; Rural Schools; *Rural Youth; School Size; Small Schools
IDENTIFIERS- *Nebraska

The extent and degree of student alcohol and drug involvement--and possible factors relating to the involvement--were examined in a study of 1,503 Nebraska high school students in 6 small rural schools and in 1 larger school (949 students) located in a medium-sized trade center. The survey was undertaken as a needs assessment in preparation for a federal grant proposal targeted at substance abuse, but it also appeared to have relevance for the school curriculum. The questionnaire included 45 items and 3 identifying questions relating to psychological states, family and peer relationships, general adjustment, and worry areas. Results showed that of the 1,485 students who reported on their drinking behavior, 59% said they drank. Of these, 25% consumed over seven drinks weekly. Of the 1,448 students who responded to the question about drugs, 10.5% professed use (22% of these said they used on a daily basis). Much variation appeared between sites, with the biggest percentage of drinkers and drug users in the largest school (67% and 14.9% respectively). In all seven sites, inability to control oneself and one's life demands, family finances, pressure, depression, and hopelessness were among the reasons cited for substance abuse. Twenty-six pages of tables are included. (JMM)

ED 289 674
SE 048 759

Marrett, Andrea
Beaches. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 80
NOTE- 93p.; For a related document, see SE 048 758. Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Science; Environmental Education; Interdisciplinary Approach; Marine Biology; *Marine Education; *Oceanography; *Physical Environment; *Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; Water Resources
IDENTIFIERS- *Project ORCA; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, a vocabulary list and a bibliography. This activity packet, designed for the junior high school level, introduces students to the physical and biological processes of the beach zone. Activities deal with the beach as a habitat for plants and animals. Students are encouraged to examine the physical configuration of beaches and learn to identify and label the parts of a beach. The activities focus on an understanding of the processes that help form beaches. The final activity examines the impact of human use of the beach on the natural beach processes and habitats. (TW)

ED 289 687
SE 048 772

Jones, Claire
Whales. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 80
NOTE- 91p.; Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *Controversial Issues (Course Content); Elementary Education; *Elementary School Science; *Environmental Education; Interdisciplinary Approach; Marine Biology; *Marine Education; Oceanography; *Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; Simulation; Water Resources
IDENTIFIERS- *Project ORCA; Washington; Whales

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This activity packet designed for grade levels 4-6 focuses on whales and dolphins. It is designed to provide students with an awareness of Quileute Indian and modern methods of whaling and a comparison of the two. Students investigate the mammalian characteristics of the Cetaceans and learn about some of the aspects of whale biology that suit them to life in the oceans. The techniques and problems of estimating whale populations are emphasized. Also included is a simulated television news special, "The Battle Over the Bowhead," in which students use much of the information included previously in this packet. (TW)

ED 289 527
IR 052 254

Holt, Joan S.
Library Workbook. Introducing LUIS (Library User Information Service). Revised.
Saint Louis Community Coll. at Florissant Valley, Mo.
PUB DATE- Aug 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; Library Facilities; Library Guides; *Library Instruction; Library Materials; Library Services; *Online Catalogs; Orientation Materials; Workbooks
IDENTIFIERS- *Library User Information Service

This workbook provides an introduction to the library of St. Louis Community College at Florissant Valley and its online catalog system, LUIS (Library User Information Service). A description of the arrangement of the library is followed by instructions for using the online catalog, including searching by author, title, or subject, and information on: (1) how to locate books and nonprint material on the shelf; (2) the reference collection; (3) use of periodical articles and how to locate them; (4) how to locate and use newspaper articles; (5) the vertical file; (6) reserve materials; (7) circulation regulations; (8) the Career Information Center; and (9) reference services. Library floor plans, sample LUIS screens, and examples of index entries supplement the text. Workbook exercises designed to help develop skills in using the library's resources are also provided. (KM)

JC

ED 289 569
JC 880 032

Wright, Frank W., Comp.; Garthwaite, Elloyse M., Comp.
Planning for Institutional Effectiveness.
Delgado Coll., New Orleans, La.
PUB DATE- 86
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Guides; *College Administration; *College Planning; Community Colleges; *Management by Objectives; Program Descriptions; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Strategic Planning

Drawing from the experiences of Delgado Community College (DCC) in Louisiana, this manual offers guidance on choosing and implementing an institutional planning system. Section 1 offers introductory comments on planning, educators' reluctance to embrace the management systems of the private sector, and the growing recognition of the importance of planning. Section 2 examines factors to be considered in choosing a planning system, reviews reasons for planning, and describes components of the planning system. Section 3 describes the planning system developed at DCC. This section includes background information on the college, its administrative structure, its priorities and subsidiary goals and objectives, its adoption of competency-based education as the technique best suited to its objectives, and the components of DCC's comprehensive, integrated, consistent, and flexible planning system. Section IV describes the tools used at DCC to ensure that the planning system is functioning smoothly, including manuals (i.e., operational guidelines, a faculty handbook, an advising manual, an administrative procedures manual, and an organizational manual); DCC Management Issuances, which describe official policies; a comprehensive evaluation process; the annual budget; and a records retention schedule. Appendices provide sample pages from several of these documents. (UCM)

ED 289 585
PS 017 006

Liddell, Terry; Young, Billie
Pre-School Sexual Abuse Prevention Project.
Seattle City Dept. of Human Resources, WA.
SPONS. AGENCY- Department of Health and Human Services, Seattle, WA. Region 10.
PUB DATE- Dec 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Day Care Centers; Early Childhood Education; *Family Day Care; *Inservice Teacher Education; Outcomes of Education; *Preschool Children; Preschool Curriculum; *Prevention; Program Descriptions; Program Effectiveness; Program Evaluation; *Sexual Abuse
IDENTIFIERS- *Washington (Seattle)

The City of Seattle, in collaboration with two local agencies, Childhaven and the Committee for Children, implemented a Preschool Sexual Abuse Prevention Project. Over 230 day care providers in 90 homes and centers were trained to implement a prevention curriculum. Providers were trained to teach over 2,200 preschool children to recognize, resist, and report incidents of sexual abuse. Providers were also trained in methods used to: (1) recognize symptoms of sexual abuse; (2) respond to children's needs; and (3) report abuse to authorities. A goal of the project was evaluation of the effectiveness of the curriculum and training. Samples of 155 adults and 183 children from 65 homes and centers completed survey questionnaires and participated in interviews. These samples represented three levels of training, namely, none, standard, and enhanced. Findings suggested that: (1) preschool sexual abuse training is effective among young children; (2) enhanced training significantly increases adult caregivers' use of materials, as well as their feelings of preparedness and confidence; (3) training beyond the standard level does not significantly increase knowledge and skills for either adult caregivers or children; (4) training significantly increases children's knowledge and skills; (5) young preschoolers with training achieve higher scores than older children without training. Five attachments provide minutes of the final meeting of the project advisory committee, a project overview in tabular form, a summary report of the project, a news release, and a draft of an article describing the project. (RH)

ED 289 718
SE 048 803

Shea, Cynthia Pollock
Renewable Energy: Today's Contribution, Tomorrow's Promise.
Worldwatch Paper 81.

Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-82-8
PUB DATE- Jan 88
NOTE- 72p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alternative Energy Sources; Depleted Resources; Ecological Factors; *Energy; Energy Education; *Environmental Education; *Fuels; Global Approach; Heat Recovery; Natural Resources; Science and Society; *Solar Energy; *Wind Energy; World Problems
IDENTIFIERS- Environmental Problems; *Renewable Resources

This document presents the position that renewable energy sources offer a timely alternative to dwindling oil supplies and to environmentally damaging coal combustion, although public support and financial backing need to be strengthened. An expanded use of renewables and a greater commitment to energy efficiency are the most cost-effective and environmentally sound approaches to mitigating many seemingly intractable problems. The booklet contains specific sections on: (1) harnessing the power of water; (2) new uses of biomass; (3) power from the sun; (4) tapping the energy of the wind; (5) laying the institutional groundwork for a shift to using more renewables; and (6) increasing the overall energy contribution available for renewables. (TW)

ED 289 353
FL 017 067

Holt, Daniel D.; And Others
Supplement to MFT. Revised Edition.

Peace Corps, Seoul (South Korea).
PUB DATE- Feb 76
NOTE- 30p.; For the teacher's manual and volunteer's manual, see ED 116 452-453.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; *Classroom Techniques; *English (Second Language); Foreign Countries; Language Teachers; Second Language Instruction; Teacher Education; Teacher Student Relationship; *Teaching Guides; *Teaching Methods
IDENTIFIERS- *Peace Corps; *South Korea

This supplement to a methods guide, Methodology for Teachers (MFT), written for Peace Corps teachers of English in South Korea, contains new ideas for classroom language teaching. The first section suggests ways to augment and change methods in the original guide, to make them more effective and add variety to classroom interactions. The second section discusses how the original guide can be used more effectively in teacher training situations, including additional considerations in planning, implementing, and evaluating teacher training activities. (MSE)

ED 289 367
FL 017 081

Berwald, Jean-Pierre
Teaching Foreign Languages with Realia and Other Authentic Materials. ERIC Q&A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 6p.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; *Cultural Education; *Educational Media; Instructional Materials; Mass Media; *Media Adaptation; *Realia; *Second Language Instruction
IDENTIFIERS- *Authentic Materials; *ERIC Digests

Realia, authentic documents, and mass media are living daily proof of the value of language. Their authenticity, specialized vocabulary, reinforced grammatical structures, and topics of interest can help encourage interest in the target language and culture. They contain current language on all imaginable topics, and are not artificial or contrived. One of the most compelling reasons for using them is the teacher's involvement in selecting and adapting materials for classroom use. Mass media can help to dispel stereotypes. Realia such as maps and schedules often contain a minimum of language and reduce potential frustration: other kinds of realia lend themselves well to demonstration. Educators differ on whether the materials should be used in their original in an adapted form. The instructor can prepare written materials to accompany the realia, and can easily prepare audiovisual aids with it. One of the key advantages in using realia is its direct link to culture, allowing attention to subtle and not-so-subtle differences between the target culture and our own. Newspapers, magazines, movie ads, mail-order catalogs, television commercials, the Yellow Pages, and souvenirs and other printed materials gathered in travel abroad or requested from other sources are examples of useful realia. (MSE)

ED 289 382
HE 020 219

Cuadraz, Gloria Holguin, Ed.; Novoa, Jose, Ed.
Diversity and Excellence. Graduate Minority Students' Handbook.
Graduate Assembly of the Univ. of California, Berkeley.
PUB DATE- 85
NOTE- 84p.; Photographs may not reproduce well.
AVAILABLE FROM- University of California, ASUC Graduate Assembly, Anthony Hall, Berkeley, CA 94720 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Affirmative Action; Asian Americans; *College Faculty; Cultural Pluralism; Departments; Females; Foreign Students; *Graduate Students; Higher Education; *Minority Groups; State Universities; Student Needs; Teacher Student Relationship; Teaching Assistants
IDENTIFIERS- California (San Francisco); *University of California Berkeley

A handbook for minority graduate students is presented by the University of California, Berkeley. Included are 10 essays, perspectives of 14 minority students, views of 7 faculty members, a minority faculty directory, and a resources directory. Essay titles and authors are: "The Minority Graduate Experience" (Gloria Cuadraz, Jose Novoa, Ruth Bolden, Ellen Nakashima); "Graduate Affirmative Action: Past to Present" (Dan Ashby); "Asian Americans in Higher Education" (Dan Ashby); "Women of Color" (G. Cuadraz); "Minority Graduate Students in Teaching: The Berkeley TA Experience" (Robby Cohen, G. Cuadraz); "How You Can Be Part of the Solution" (Pedro Noguera, Howie Pinderhughes); "The Foreign Student Perspective" (Stephen Small); "Departmental Relations: Cast of Characters" (Nestor Gonzales); "Relations with Faculty" (Zita Nunes); and "Cultural Diversity in the Bay Area" (J. Novoa). Minority faculty members by department/subject area are listed and distinguished as American minority or foreign born. Also listed are the faculty members' rank, degree and institution attended, and special academic interests. Topics covered by the resource directory include paying bills, campus offices, resources for women, health, and unique needs. (SW)

ED 289 397
HE 020 856

Arden, Eugene
The Provost's Number One Priority.
PUB DATE- Oct 87
NOTE- 5p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adjunct Faculty; *Administrative Problems; Administrator Attitudes; *Administrator Responsibility; Affirmative Action; Automation; *College Administration; Higher Education; Humor; Organizational Communication; Teacher Salaries

By means of a humorous description of a series of meetings between a college provost and several faculty and staff members, this article illustrates the difficulties of determining what a university's highest priority should be, in the light of different and conflicting opinions and interests among the faculty. (KM)

ED 289 454
HE 021 284

High School and Beyond: Pell Grants [machine-readable data file].
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- EF-000016

PUB DATE- 82
NOTE- File documentation is provided with the tapes.
AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Services (IS), 555 New Jersey Avenue, NW, Washington, DC 20208. Telephone: (800) 424-1616, (202) 357-6768. (SAS file, $150).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Ability; College Programs; *College Students; Employment Level; Enrollment; Expenditures; Family Income; *Federal Aid; Grade 12; Grades (Scholastic); *Grants; *High School Seniors; High School Students; Homework; National Surveys; Parent Background; Postsecondary Education; Race; Sampling; Sex; Socioeconomic Status; Statistical Surveys; Student Costs; Student Educational Objectives; *Student Financial Aid; Tuition
IDENTIFIERS- *High School and Beyond (NCES); *Pell Grant Program

The "Pell Grants" machine-readable data file (MRDF) is a subfile of the "High School and Beyond (HS&B) Class of 1980 Survey," which was administered in 1980 to a national sample of over 30,000 sophomores and 28,000 seniors from 1,015 schools throughout the United States. The "Pell Grants" file contains data from 2,916 HS&B seniors who were the recipients of Pell grants between high school graduation in 1980 and the first HS&B follow-up survey in 1982. The data were derived from the recipients history and roster master files for school years 1980-81 and 1981-82 in the Pell Grant Information System. For comparison purposes, data from 4,837 HS&B seniors who attended some form of postsecondary education after graduation, but who were not recipients of Pell Grants, have been added to the file. Each of the 7,753 total records includes family income and room and board costs taken from the Higher Education General Information Survey (HEGIS). Variables captured include: sex, race, ethnic origin, high school type, urbanization code, census region, ability quartile, socioeconomic status quartile, high school grades, high school program participation, highest parental education, community type, time spent on homework, postsecondary education plans, student status as of October 1980 and as of October 1981, employment status as of October 1980 and as of October 1981. POPULATION: High School and Beyond Seniors (28,240). SAMPLE: High School and Beyond Seniors (7,776). RESPONDENTS: High School and Beyond Seniors who were Pell Grant recipients between 1980 and 1982. TYPE OF SURVEY: National Survey; Sample Survey. RESPONSE RATE: High School and Beyond Seniors (7,753=99.9%); Pell Grantees (2,916); Non-Pell Grantees (4,837). YEAR OF FIRST DATA: 1980. YEAR OF LATEST DATA: 1982. (CDM/WTB)

ED 289 616
PS 017 060

Halford, Graeme S.; And Others
Does Active Memory Capacity Change with Age?
PUB DATE- Jul 87
NOTE- 20p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987). Work supported by a grant from the Australian Research Grants Scheme.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; Cognitive Ability; Cognitive Processes; College Students; Foreign Countries; *Inhibition; *Memory; Young Children
IDENTIFIERS- Australia (Queensland); *Proactive Interference

A series of experiments, which used the primary memory paradigm of Wickens et al. (1981, 1985) with university students, adults, and 8- and 9-year-old children, found an increase in primary memory capacity with age. Primary memory differs from secondary memory in that the latter is susceptible to proactive interference, whereas the former is not. When the capacity of primary memory is exceeded, some items will be transferred to secondary memory, resulting in proactive interference. In findings obtained by the use of a technique based on these ideas, proactive interference among adults was observed with a set size of six, but not with a set size of four. Among the young children, proactive interference was found with a set size of four but not with a set size of two. Findings suggest that the capacity of primary memory among adults is between four and six items, and among 8- and 9-year-olds, between two and four items. Results also imply that the capacity of primary memory increases with age. (RH)

ED 289 632
PS 017 083

Koops, W.
The Identification of Protective Mechanisms.

PUB DATE- 15 Jul 87
NOTE- 8p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (9th, Tokyo, Japan, July 15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *High Risk Persons; *Individual Development; *Prevention; *Research Design; Research Problems; *Stress Variables
IDENTIFIERS- *Protective Mechanisms; *Risk Factors; Vulnerability

A brief review of research on protective factors that allow some individuals to make healthy adaptations despite debilitating circumstances precedes a critical discussion of symposium papers. The discussion is organized around three questions. First, does the search for protective factors demonstrate an important programmatic shift in developmental research? Second, from what threats do protective factors protect the child? Third, what research designs can be used to identify protective factors? It is argued that: (1) there is no point in speaking of protective factors without knowing what risks they defend against; (2) most available epidemiological research into risk and protective factors is essentially retrospective and therefore serves heuristic purposes only; (3) researchers should shift their attention from the detection of protective factors to the identification of protective mechanisms; and (4) the best way to compensate for the uncertainties of explorations based on epidemiological research is controlled experimental manipulation of assumed protective variables in the framework of longitudinal experimental research. (RH)

ED 289 703
SE 048 788

Harvin, Virginia R.
Problem Solving Skills of Selected Fourth Grades.
PUB DATE- 87
NOTE- 16p.; Charts may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Mathematics; *Grade 4; Intermediate Grades; Mathematics Education; *Mathematics Instruction; *Problem Solving; Tables (Data)
IDENTIFIERS- *Mathematics Education Research; *Patterns (Mathematics)

A comparison of three approaches to problem solving in fourth grade mathematics is presented. Three classes participated in the study. Class One studied problem solving in a structured classroom setting, Class Two studied problem solving incidentally, and Class Three studied problem solving when it appeared in the text. The structured study of Class One included daily study of a problem solving strategy. The results of the study indicate that problem solving strategies need to be taught in order for children to be able to use them in a consistent and purposeful way. Thought needs to be given to whether or not daily exposure to problem solving experienced by Class One was a major factor in the marked improvement in student scores. (PK)

ED 289 734
SE 048 819

Brick and Mortar: A Summary and Analysis of Proposals To Meet Research Facilities Needs on College Campuses. Report Prepared by the Congressional Research Service, Library of Congress, for the Subcommittee on Science, Research and Technology, Transmitted to the Committee on Science, Space, and Technology, House of Representatives. One Hundredth Congress, First Session .

Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.; Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 87
NOTE- 294p.; Serial C and Serial G. Contains small print which may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *College Science; *Facility Improvement; *Federal Aid; Government School Relationship; Higher Education; Legislation; *National Surveys; Research and Development Centers; *Research Universities; Science and Society; Science Education; *Science Facilities
IDENTIFIERS- Congress 100th

This report examines the current condition of university research facilities that are considered part of a college or university campus facility. The report reviews past and present federally sponsored programs designed to help the Nation's universities expand and modernize their research facilities. Recent surveys conducted by higher-educational associations and the Federal Government, to assess the current condition and construction of research facilities of the Nation's universities are also discussed. Finally, the report presents a number of different issues Congress may eventually have to address, in considering current university concerns about their research facilities. This document also contains appendices which include a list of research facilities surveys discussed in the report, and papers dealing with explicit rent charges, tax-exempt financing, university facilities audits, and universities receiving direct congressional approrpations for research facilities. (TW)

ED 289 426
HE 020 995

Simpson, Ronald; And Others
Handbook for Graduate Teaching Assistants. The University of Georgia.
Georgia Univ., Athens.
PUB DATE- 87
NOTE- 179p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Instruction; Disabilities; Discussion (Teaching Technique); Educational Testing; Foreign Students; *Graduate Students; Higher Education; Laboratories; Lecture Method; Student Evaluation; Teacher Effectiveness; Teacher Student Relationship; *Teaching Assistants; Teaching Guides; *Teaching Methods; Teaching Skills; Test Construction; Testing
IDENTIFIERS- *University of Georgia

A handbook for University of Georgia graduate teaching assistants (GTAs) is presented that provides practical information about teaching for inexperienced GTAs as well as experienced teachers who seek new ideas. Attention is directed to: responsibilities of assistantships; relationships with faculty and with students; policies, procedures, and regulations; assisting a professor; conducting a complete course; beginning the course; subject matter knowledge; organization and preparation; instructional delivery skills; instructional aids; lecturing; discussions; quiz sections and review sessions; teaching in science and language laboratories; test development; types of tests; test administration; term papers and projects; academic dishonesty; non-native teaching assistants; handicapped students; student-teacher conflicts; accusations of sexual harassment or prejudicial treatment; order in the classroom; evaluating student performance; reporting and posting grades; letters of recommendation; evaluating teacher performance; instructional development; and library instructional services. (SW)

ED 289 440
HE 021 032

Humphreys, W. Lee, Ed.; Wickersham, Barbara, Ed.
A Handbook of Resources for New Instructors at UTK from the Learning Research Center.
Tennessee Univ., Knoxville. Learning Research Center.
PUB DATE- Sep 87
NOTE- 90p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. Document printed on light yellow and orange paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; Ancillary School Services; Annotated Bibliographies; *College Instruction; Course Descriptions; Course Objectives; Grading; *Graduate Students; Higher Education; Lecture Method; Questionnaires; Student Evaluation; Student Evaluation of Teacher Performance; Student Personnel Services; Teacher Employment; *Teaching Assistants; Test Construction
IDENTIFIERS- *Teaching Assistant Training Project; *University of Tennessee Knoxville

Suggestions for graduate teaching assistants (TA) at the University of Tennessee, Knoxville, are offered. Information is provided on: the TA as a university employee, the instructor as a teacher/adviser, course management, classroom and evaluation concerns, and teaching resources. Definitions are offered for the graduate teaching assistant, graduate teaching associate, graduate assistant, and graduate research assistant. Employment policies and the issue of professionalism are briefly covered. Also considered are: privacy of student records, academic integrity, plagiarism, letters of recommendation for students, course objectives, lecturing, testing and grading, evaluation by students, and problems with the class. Extensive information on support services at the University of Tennessee covers instruction and counseling/advising. An annotated bibliography and list of publications of the university's Learning Research Center are appended, along with course descriptions of three courses; a sample take-home exam; tips for writing true-false, multiple-choice, and writing completion test items; and course/teacher evaluation forms. (SW)

ED 289 467
IR 012 933

Abeasi, Kwasi; Reigeluth, Charles M.
Group Discussion as an Effective Method of Instruction. IDD&E Working Paper No. 20.
Syracuse Univ., N.Y. School of Education.
PUB DATE- Aug 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Group Discussion; Guidelines; Higher Education; *Instructional Design; *Instructional Effectiveness; Models; *Teaching Methods

Advantages and disadvantages of group discussion as a method of instruction are reviewed in this paper and criteria are suggested for determining when group discussion is or is not an appropriate instructional method. The guidelines provided take into consideration the characteristics of the students, the teacher, the group as a whole, and the subject matter, as well as time and financial resources. Three forms of group discussion are then described: (1) the general model, in which the instructor divides the class into groups, selects the topic to be studied, provides guidance for research, and supervises the actual discussion; (2) the moderator model, in which one of the students rather than the instructor acts as leader; and (3) the non-moderator model, in which there is no designated leader, but a student is selected as a recorder. Recommendations for the introduction, presentation, and summary sections of the discussion are included for each model. Nineteen references are provided as well as a list of other publications in this series of working papers. (MES)

ED 289 482
IR 012 949

The 1987 Educational Software Preview Guide.
Educational Software Evaluation Consortium, Menlo Park, CA.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
REPORT NO.- 0-8011-0659-1
PUB DATE- 87
NOTE- 82p.; Guide developed at the California TECC Software Evaluation Forum (Menlo Park, CA, December 1-5, 1986) and funded through the California Teacher Education and Computer Center (TECC) program. For previous year's guide, see ED 242 338.
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Authoring Aids (Programing); Computer Graphics; Computer Software Reviews; *Courseware; Elementary Secondary Education; Language Arts; Material Development; *Microcomputers; Science Instruction; Second Language Instruction; Social Sciences; Word Processing
IDENTIFIERS- *Education Software Evaluation Consortium; Spreadsheets

Developed to help educators locate computer software programs they may want to preview for students in K-12, this guide lists commercially available programs that have been favorably reviewed by members of the Educational Software Evaluation Consortium. Programs are listed alphabetically by title within curriculum areas: art; business education (accounting/bookkeeping, economics, typing); computers (awareness, programming/science, programming languages); electronic periodicals; foreign language; health; home economics/living skills; instructional tools (authoring systems, databases, graphics generators, instructional materials generators, shell/mini-authoring systems, spelling checkers, spreadsheets, telecommunications, word processors); keyboarding; language arts/English (literature, reading, spelling, writing); library media skills; mathematics (advanced, algebra, geometry/measurement, numbers, problem solving); music; preschool/early childhood; problem solving/logic; science (astronomy, biology, chemistry, earth science, environmental education/ecology, general science, physics, scientific method/lab equipment); social science (economics, geography, government/political science, history, sociology); tests and testing; and vocational education/industrial arts. Information provided for each program includes the title, a very brief annotation, the publisher, computer equipment required, instructional mode(s), grade levels, and price. The guide also includes a list of the 27 members of the consortium; a key to the abbreviations used; an alphabetical list of titles; publisher abbreviations; and publishers' addresses. (RP)

ED 289 497
IR 012 964

Ellington, Henry
A Guide to the Use of the Overhead Projector. Teaching and Learning in Higher Education, 14.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 16p.; For a related guide, see IR 012 960.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Foreign Countries; Higher Education; *Instructional Design; *Material Development; *Overhead Projectors; *Production Techniques; Teacher Developed Materials; *Teaching Methods; *Transparencies

A sequel to the booklet "A Review of the Different Types of Instructional Materials Available to Teachers and Lecturers," this booklet begins by discussing the main educational uses of the overhead projector and its various strengths and weaknesses. Basic guidelines for using the overhead projector effectively are then offered, which include ways to avoid some common problems. Finally, detailed guidelines for designing and producing overhead projector software are provided which cover the following topics: (1) the two basic forms of overhead projector software--the continuous roll and the single transparency--and their respective uses; (2) basic principles for designing overhead projector transparencies; (3) producing the transparencies by hand, with a typewriter, from opaque originals, or using a computer-based system; and (4) display techniques such as use of progressive disclosure, overlays, and animation. An annotated list of two items recommended for further reading is included. (MES)

ED 289 513
IR 052 079

Simon, Hans-Reiner
Fortbildung im BID-Bereich der Offentlichen Verwaltung (Inservice Training for the Librarianship/Information/Documentation Field of Public Administration).
PUB DATE- 86
NOTE- 46p.; In: Papers of the Federal Academy of Public Administration, v2 1986.
LANGUAGE- German
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Information Services; Information Technology; *Inservice Education; *Libraries; Needs Assessment; Program Evaluation; *Public Administration
IDENTIFIERS- Information Management; West Germany

The first portion of this report describes a study of the relationship between inservice training requirements and training programs currently offered in the field of librarianship, information, and documentation in the Federal Republic of Germany and West Berlin. Data on inservice needs were mainly gathered from a study on training requirements in the information sector; and information on the training programs was obtained from data on inservice training programs supplied by regional groups as well a sample from the database "Quo Vadis." Particular attention is paid to the subject matter, participant profiles, and cost of these programs. Study results indicate a discrepancy between the supply of and demand for inservice training in many fields, and it is concluded that the gap must be filled by purposeful and sustained educational measures. The second portion of the report provides an overview of the current status of inservice training with respect to public administration; and, based on a list of observations about the information field compiled by Reinermann, a list of objectives is developed as a basis for training programs, emphasizing the focal areas of information technology and information management. A comparison of these objectives with the subject areas covered by the working program of the Federal Academy for Public Administration of the Federal Ministry of the Interior indicates the presence of a high degree of congruence already in the first phase of implementation. The text is supplemented with 10 figures and 20 references are provided. (Author/EW)

ED 289 541
JC 870 533

Thomas, Max M.
How To SOLVE a Moral Problem: A Guide to Moral Decision-Making.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Decision Making; *Ethical Instruction; *Moral Issues; *Moral Values; *Problem Solving; Risk; Social Values; Teaching Methods; Two Year Colleges; *Values Clarification

A step-by-step explanation is provided of SOLVE (Solutions, Outcomes, Liabilities, Values, and Evaluations), a method for resolving moral problems to satisfy others as well as the individual conscience. As indicated in introductory comments, SOLVE separates moral dilemmas into their constituent parts. Each moral problem has a number of "solutions"; each solution produces certain "outcomes" or consequences; solutions often require us to sustain certain losses or "liabilities"; each solution upholds particular "values" (e.g., principles of human worth, nonmaleficence, autonomy, justice, lawfulness, confidentiality, veracity, role/duty, and fidelity) while compromising other values; and each "evaluation" produces a decision about the worth and feasibility of each solution. After explaining the components of the SOLVE approach, a hypothetical case is presented, followed by worksheets; a discussion of relevant issues related to solutions, outcomes, liabilities, values, and evaluation; and five sample solutions. Following a summary of conclusions about the case, five additional practice cases are presented. (UCM)

ED 289 556
JC 880 013

Lay, Ted
Customized Training Marketing Plan.
Lane Community Coll., Eugene, Oreg.
PUB DATE- Aug 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Rep[illegible] - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *[illegible]ness Education; Community Colleges; *Job Training;
*Marketing; *Public Opinion; *School Business Relationship;
*Student Recruitment; Two Year Colleges; Vocational Education
IDENTIFIERS- *Customized Job Training Program

This report outlines Oregon's Lane Community College's (LCC's) plan for marketing its customized training program for business, community organizations, public agencies, and their employees. Following a mission statement for the customized training program, a brief analysis is provided of the economic environment; of competition from educational institutions, private consultants, training companies, professional associations, in-house training departments, and non-profit tax-exempt organizations; and of college image. The next sections describe the "product" to be marketed (i.e., LCC and its facilities and programs), the "customer" (i.e., a variety of businesses and public organizations), the "target market" (i.e., new, existing and expanding small businesses, professional and service organizations, and the public sector), and the goals and objectives of the program. Next, marketing strategies and activities are proposed for each program objective: (1) accelerate contracting organizations with business and other organizations; (2) present a coordinated, positive image to both private and public sectors; (3) promote to the entire college the importance of presenting a coordinated, professional image; (4) respond to all requests for service quickly; (5) assume an assertive stance in pursuing accounts and providing customer service; (6) adapt to new market segments; and (7) provide short-term training programs responsive to changes in technology, employer needs, and business opportunities. Materials from a booklet on the services of LCC's Training and Development Department are appended. (EJV)

ED 289 600
PS 017 034

Stoops, John A.
Maria Montessori: An Intellectual Portrait.
PUB DATE- 30 Oct 87
NOTE- 11p.; Paper presented at the Convention of the American Montessori Society (Boston, MA, October 30-November 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biographies; Cognitive Development; Early Childhood Education; Educational History; *Educational Philosophy; *Educational Theories; Elementary Education; *Montessori Method; Moral Development; Religious Factors; Young Children
IDENTIFIERS- *Montessori (Maria)

This article examines Maria Montessori's ideas on education and young children with specific reference to: (1) the nature of the child; (2) the religious dimension of her ideas; (3) other philosophical ideas which support Montessori's approach to educating young children; (4) cognitive development in young children; and (5) the moral dimension of education. (PCB)

ED 289 646
RC 016 499

Lasley, Paul
Iowa Farm and Rural Life Poll. Summary.
Iowa State Univ. of Science and Technology, Ames. Cooperative Extension Service.
PUB DATE- Dec 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agriculture; *Farmers; Farm Management; Federal Programs; *Financial Problems; *Government Role; Legislation; Retirement; State Surveys; *Technological Advancement; *Work Attitudes
IDENTIFIERS- *Debt; Farm Crisis; *Iowa; Policy Issues

The 1984 Iowa Farm and Rural Life Poll is summarized in this report. Responses from 1,585 randomly selected Iowa farm families showed that respondents opposed relaxing current state laws limiting foreign investors and non-farm corporations' ownership of farmland; had mixed feelings on absentee ownership, changing banking laws to allow banks to accept land as payment of debt, and organic farming research; and favored debt restructuring via the Harl-Leach proposal, changing the tax code on offsetting nonfarm income, and targeting price supports to smaller family farms. Opinions on 10 items in the 1985 Farm Bill varied widely (developing international markets and lowering interest rates ranked highest). There was moderate to strong support for federal government involvement in 10 areas (promoting international trade and insuring food quality/safety standards ranked highest). Sixty-eight percent supported reducing defense spending to reduce the federal budget deficit. Of nine recent technological developments, four were opposed by at least 20%. Two-thirds felt the financial situation of Iowa farmers was very serious, and voiced concern about local agribusiness, local lenders, and their own farms. Despite problems, farmers were generally satisfied with their occupation; 44% looked forward to retirement, 54% were planning for it, and 34% did not expect to ever retire. (JMM)

ED 289 661
RC 016 528

Hoffman, Kay; Sallee, Alvin L.

Linking Practice Skills for the Rural and Urban Poor.

PUB DATE- Sep 87
NOTE- 19p.; Paper presented at the National Institute on Social Work in Rural Areas Conference (Pensacola, FL, August 2-5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alumni; Comparative Analysis; *Economically Disadvantaged; Education Work Relationship; Higher Education; *Job Skills; Professional Services; *Relevance (Education); Rural Areas; *Rural Urban Differences; Social Services; Social Work; *Social Workers; Urban Areas
IDENTIFIERS- *Generalizable Skills; Michigan (Detroit); New Mexico (Las Cruces)

Two studies investigated the transferability of generalist social work practice skills and knowledge between rural and urban settings. Interviews with 20 social workers practicing primarily with low income persons in both rural (Las Cruces, New Mexico) and urban (Detroit, Michigan) settings focused upon social work skills, perceived strengths and problems of client systems, and preferred work situations/settings. Findings indicated empathy skills, conflict management, networking, coalition building, social action, linking clients to resources, collaborative skills, and the problem-solving process were used by both urban and rural professionals. Most social workers, both rural and urban, viewed clients as having a strong sense of family, strong religious beliefs, and extensive family supports. Rural social workers saw their clients as less affected by the consumer culture. All social workers saw gaining access to existing resources as a major client problem, along with transportation, child care, inadequate housing, and lack of meaningful job opportunities. Urban professionals indicated their clients had greater access to medical care. Both groups expressed satisfaction with the community context of their work. Responses from 246 alumni of 8 university undergraduate social work programs revealed no significant differences between urban and rural practitioners on their use of the generalist practice skills. (NEC)

ED 289 688
SE 048 773

Bergeron, Jacques C., Ed.; Herscovics, Nicolas, Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (5th, Montreal, Quebec, Canada, September 29-October 1, 1983). Volumes 1 and 2.
International Group for the Psychology of Mathematics Education. North American Chapter.
PUB DATE- 83
NOTE- 697p.
LANGUAGE- English; French
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Arithmetic; Computer Oriented Programs; *Concept Formation; Educational Research; *Elementary School Mathematics; Elementary Secondary Education; *Epistemology; Mathematics Education; *Mathematics Instruction; Problem Solving; Professional Associations; *Research Methodology; *Secondary School Mathematics; Teacher Education
IDENTIFIERS- *Mathematics Education Research

The theme of the meeting reported in this document was "Research in Mathematics Education from an Epistemological Perspective." In addition to the plenary session and reaction papers the conference proceedings contain papers grouped under the headings: (1) algebra; (2) computers and mathematics education; (3) early arithmetic (K-3); (4) geometry and spatial representation; (5) mathematical abilities; (6) pedagogical problems in the teaching of mathematics at the university level; (7) philosophy and perception of mathematics; (8) problem solving; (9) teacher training; (10) understanding, construction of meaning, cognitive levels, diagnosis; and (11) upper elementary and junior high school. The texts of the two plenary sessions and the two reaction papers appear in both English and French. In addition all English presentations offer a French abstract and vice versa. (PK)

ED 289 354
FL 017 068

Mackey, William F.; And Others

Polychronometric Techniques in Behaviour Analysis: Language Teaching. Publication B-163.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
PUB DATE- 87
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; *Classroom Communication; Classroom Techniques; *Efficiency; Elementary Secondary Education; English (Second Language); Foreign Countries; French; Interaction; *Language Teachers; *Language Usage; Measurement Techniques; Second Language Instruction; Student Behavior; *Teacher Behavior; Teacher Characteristics; *Time Factors (Learning); Verbal Tests
IDENTIFIERS- *Error Correction (Language)

A study examined the relationship of time, language teachers' language use, and the qualities of interaction in the language classroom. An introductory section discusses the interest in these issues and the use and development of polychronometric techniques for behavior analysis. Three studies using these techniques to analyze language teacher behaviors follow. One examined the extent to which the components of the language lesson are significant in enhancing learning. The study compared components of five lesson types presented to 11-year-old students of English as a second language. The second compared the five lesson types in terms of the relative duration and frequency of didactic and language behaviors.

The third study looked at the relationship between learner language use, teacher language behavior, error correction, and the level of language learning among third- and ninth-grade students. A concluding chapter discusses the studies' findings as they relate to measuring language teaching efficiency. An epilogue addresses the persistent attitude that teaching a foreign language may really be a waste of time. (MSE)

ED 289 398
HE 020 857

Dinham, Sarah M.
Between Academe and Professional Practice: Initial Reflections on Analyzing the Role of Professional Practice in Higher Education.
PUB DATE- 87
NOTE- 15p.; Paper presented at the Western Regional Meeting of the Association of Collegiate Schools of Architecture (1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Architectural Education; Architecture; *College Faculty; Conflict of Interest; *Consultants; Faculty Evaluation; Higher Education; Multiple Employment; *Peer Evaluation; *Professional Recognition; Publish or Perish Issue; Research Needs; Teacher Qualifications; *Teacher Role

A complicated and continuously changing issue for faculty in professional schools is reviewed here: the role of faculty practice in their academic lives in general, and in their peer evaluation in particular. The discussion first considers the roles played by faculty professional practice in various professional fields and identifies the underlying themes and controversies both for the organization and for individual faculty members' evaluation. These complications are illustrated with pertinent philosophical, methodological, and political examples for architecture. The discussion concludes with a overview of questions that research on this issue should pursue, including ways in which practice informs teaching. (Author/KM)

ED 289 413
HE 020 974

Collective Bargaining Agreement: University System of New Hampshire and Keene State College Education Association, July 1, 1985-June 30, 1987.
Keene State Coll., N.H.; National Education Association, Washington, D.C.
PUB DATE- 85
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Access to Information; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Faculty Evaluation; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; Retrenchment; *State Colleges; Teacher Employment Benefits; Teacher Placement; Teacher Promotion; Teacher Salaries; Teacher Strikes; Tenure; Unions
IDENTIFIERS- *Keene State College NH; National Education Association; *NEA Contracts

The collective bargaining agreement between the University System of New Hampshire and Keene State College Education Association, an affiliate of the National Education Association (NEA), covering the period July 1, 1985 to June 30, 1987, is presented. Items covered in the agreement include: a memorandum of agreement dated October 26, 1985; preamble; recognition; definitions; management rights; academic freedom; fair practices; grievance procedures; arbitration procedures; personnel files; evaluation procedures; rank qualifications and criteria; contracts and tenure; faculty workload; work year; systemwide vacancies and transfers; retrenchment; sabbatical leave; leaves without pay; other leaves; miscellaneous working conditions; association rights; salary; fringe benefits; no strike or lockout; separability; and duration. (LB)

ED 289 528
JC 870 176

McNett, Ian
The Development Triangle: Community College Assistance for Economic Growth. Education-Economic Development Series, 6.
Northeast-Midwest Inst., Washington, DC. Center for Regional Policy.
SPONS. AGENCY- American Can Co. Foundation, Greenwich, CT.
PUB DATE- 86
NOTE- 41p.
AVAILABLE FROM- Northeast-Midwest Institute, The Center for Regional Policy, 218 D Street, S.E., Washington, DC 20003 ($8.00, plus $2.00 postage per order).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Business Education; *College Role; *Community Colleges; *Economic Development; Entrepreneurship; *Job Training; *Labor Force Development; *School Business Relationship; Small Businesses; Trade and Industrial Education; Two Year Colleges

Designed for public policy makers and their counterparts in business and education, this monograph focuses on the role of community colleges in the economic development process. This study shows two-year community, junior, and technical colleges can play a greater active role in this process than ever before. Section 1 argues that economic development requires the time, resources, and efforts of private-sector businesses and financiers, public and private economic development agencies and groups, and colleges and professional associations. This section also looks at the economic development capabilities of two-year colleges. After recommending that community colleges be made early and active partners in the strategic planning process, section 2 considers the community college's role in developing, marketing, and implementing an economic development plan. Section 3 offers examples of two-year colleges providing "one-stop assistance" for business through, for example, entrepreneurship and technical training, business assistance centers, small business centers, other small business help, foreign trade, and contract procurement. Section 4 briefly describes ways in which two-year colleges can help business and industry to incorporate new technologies into their operations through training, applied research, education, and demonstrations. Section 5 discusses the role of two-year colleges in occupational skills training, pointing to North and South Carolina's examples of statewide industrial training efforts; innovative funding approaches used in other states; and the role of the Job Training Partnership Act. Sections 2 through 5 conclude with recommendations for development agencies, college administrators, and business leaders. Finally, section 6 outlines the benefits for all participants in the economic development process. (UCM)

ED 289 570
JC 880 033

Cutler, Edward
Outline for Establishing a Small Business Training and Assistance Center.
Oregon Small Business Development Center Network, Eugene.
PUB DATE- 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration; *Business Education; Community Involvement; Entrepreneurship; Guidelines; Postsecondary Education; *Program Development; *School Business Relationship; *Small Businesses; Technical Assistance
IDENTIFIERS- *Small Business Centers

The establishment of a small business training and assistance center involves the following steps. First, select a task force to determine the feasibility of establishing a center by conducting preliminary needs and resource assessments. Second, involve the community as early as possible in the planning and development of the center by such means as holding community forums or establishing an advisory council. Third, design the program in terms of: (1) basic services to be provided (e.g., short- and long-term counseling, training, small business management, farm business management); (2) facilities; (3) resources to be provided (e.g., library materials, reference materials, computers, audiovisual equipment, videotapes, and software); (4) referral services to private and public sector service providers; (5) staffing needs; and (6) in-service training. Fourth, conduct internal and external resource assessments to determine what college resources can be provided and what community, state, federal, and private grant sources can be tapped. Fifth, conduct internal and external marketing efforts. Sixth, design recordkeeping and reporting procedures. Finally, develop good evaluation methods and procedures to document economic impact. (UCM)

ED 289 675
SE 048 760

McNutt, Nan
Early Fishing Peoples of Puget Sound. Ocean Related Curriculum Activities. Revised Edition.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 83
NOTE- 135p.; Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; Anthropology; Elementary Education; *Elementary School Science; Environmental Education; *History Instruction; Interdisciplinary Approach; Marine Biology; *Marine Education; Oceanography; *Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; Social Studies; Water Resources
IDENTIFIERS- *Project ORCA; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides a the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. This unit, designed for the juniior high level, presents the early Puget Sound Indian culture, emphasizing the importance of the water environment to their way of life. It stresses the resourcefulness of these people in inventing the technology to utilize the natural environment for all their needs. It is designed to familiarize students with geography, climate, and the natural resources of Puget Sound and tribal names and locations via maps and charts.

Stories are included as a teaching device, a method similar to the Indians' teaching practices. A study of early fishing technology comprises a major portion of the unit. There are also activities involving the various methods of acquiring, processing, and using natural materials such as cedar bark and wood to make rope, fishing lines, and bent wood hooks. (TW)

ED 289 704
SE 048 789

Ben-Chaim, David; And Others
The Aronberg Project: An Intervention Program To Enhance Teacher and Student Performance in Mathematics in Socially Deprived Junior High Schools. Final Report.
Weizmann Inst. of Science, Rehovot (Israel).
PUB DATE- Jul 87
NOTE- 247p.; This project was funded by the Lester Aronberg Foundation, United States. Tables with small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Inservice Teacher Education; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *Remedial Mathematics; Secondary Education; *Secondary School Mathematics; Staff Development; Teacher Attitudes; *Teacher Effectiveness; *Teaching Skills
IDENTIFIERS- Mathematics Education Research

The Aronberg Project is an attempt to improve the mathematical competence of socially deprived students of small development towns. The main focus of the project is the enhancement of mathematics teacher competency and didactic skills. The purposes of this report are to: (1) describe the various activities of the Aronberg Project; (2) document the instruments used and the data gathered; and (3) report the impact, conclusions, and recommendations of the project. Data accumulated indicate an overall positive change in teacher performance in the classroom, but teacher performance was judged to still need improvement. With respect to student achievement, the results indicate an overall improvement in most of the classes tested. Nevertheless, the achievement at the end of the school year was still unsatisfactory. Recommendations for replication include a minimum commitment of 3 years, principal involvement, teacher commitment and continuous evaluation of teachers and students. (PK)

ED 289 719
SE 048 804

Abruscato, Joseph
Teaching Children Science. Second Edition.
REPORT NO.- ISBN-0-13-891763-9
PUB DATE- 88
NOTE- 397p.
AVAILABLE FROM- Prentice Hall, Inc., Prentice Hall Bldg., Englewood Cliffs, NJ 07632 ($36.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Biological Sciences; Discovery Learning; Earth Science; Elementary Education; *Elementary School Science; Physical Sciences; *Science Activities; Science Curriculum; Science Education; *Science Experiments; *Science Instruction; *Teacher Education; Teaching Methods

This book focuses on science teaching at the elementary school level. It includes chapters dealing with various science content areas and teaching processes including: (1) what is science; (2) why teach science; (3) process skills as a foundation for unit and lesson planning; (4) how to plan learning units, daily lessons, and assessment strategies; (5) teaching strategies, textbooks, and classroom management associated with discovery learning; (6) teaching science to handicapped and gifted children; (7) teaching science to minority children; (8) how to plan and teach earth/space science; (9) the earth's surface, atmosphere and weather; (10) the cosmos; (11) how to plan and teach life science; (12) plants and animals; (13) the human body; (14) how to plan and teach physical science; (15) matter and motion; and (16) energies and machines. Most of the chapters dealing with specific content contain background information for the teacher and teaching strategies, activities and demonstrations. The appendices provide information on the metric system, a bibliography of resource books for teachers, and a list of sources of science equipment and supplies. (TW)

ED 289 368
FL 017 082

Riddlemoser, Nancy
Working with Limited-English-Proficient Students in the Regular Classroom. ERIC Q&A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 6p.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Acculturation; *Classroom Communication; Classroom Environment; Classroom Techniques; Elementary Secondary Education; English (Second Language); Instructional Materials; Intercultural Communication; *Limited English Speaking; *Mainstreaming; *Student Needs; Teacher Behavior; *Teacher Role
IDENTIFIERS- *ERIC Digests

The time spent in the regular English-language classroom is critical for the limited-English-proficient (LEP) student in eventual mainstreaming. The classroom teacher can work productively with LEP students in the classroom to maximize their exposure to authentic language during the school day. Classroom communication should be simple and clear, communicate warmth, use nonverbal techniques such as prompts and gestures, contain established oral/aural routines, and be consistent even during the student's "silent period" of language learning. The student should be encouraged to use as much English as possible. The first priority is to ensure that the LEP student feels comfortable and secure in the classroom, and the buddy system and other forms of class acceptance and encouragement are helpful. Careful monitoring of the student's social and academic development for possible disabilities or psychological barriers is essential. It is important to maintain high expectations of LEP students, to be prepared for their success, and to remember that they generally do not require remedial work. These students should learn the classroom management system as soon as possible and follow it as other students do. The teacher can and should learn about the students' home culture, and should explain and anticipate students' cultural and social difficulties as much as possible. (MSE)

ED 289 586
PS 017 009

Honig, Alice S.
Choosing a Quality Child Care Center: Help for Parents.

PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Day Care Centers; Early Childhood
Education; *Educational Quality; *Institutional Characteristics;
*School Choice; *Selection

A 20-item checklist is provided for parents assessing the quality of day care programs. Items include the following: (1) caregivers nourish children with body snuggling; (2) caregivers arrange safe, interesting learning experiences; (3) caregivers are keen observers; (4) child health and safety needs are met; (5) teachers encourage competency; (6) language games and book reading are daily activities for all ages; (7) caregivers know how to recognize "the teachable moment" and use it; (8) caregivers are sensitive to the rhythms and tempos of each child; (9) lots of sturdy toys and equipment are available; (10) music, art, and drama activities are appreciated and offered to children; (11) adults have sufficient energy for working with little children; (12) curriculum and program are planned and plans are available; (13) the program is flexible; (14) caregivers are positive role models; (15) parents are considered partners of the center, not nuisances; (16) caregivers are good "matchmakers" and "dance developmental ladders" well; (17) the child-care facility is tuned into community resources; (18) caregivers continue to learn about child development; (19) caregivers know and use a lot of positive discipline techniques; and, (20) the environment feels happy. A brief explanation of each item is provided. (RH)

ED 289 601
PS 017 035

Spies, Carolyn; And Others
Developmental Changes in Children's Ability To Solve Spatial Transformation Problems.
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Southeastern Conference on Human Development (Nashville, TN, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Elementary School Students; Grade 1; Grade 3; *Individual Development; *Perspective Taking; Primary Education; *Problem Solving; *Spatial Ability
IDENTIFIERS- *Representational Thinking; *Spatial Transformation Task

Results of two experiments support the finding of developmental change in the role of representation in perspective-taking tasks. Experiment 1, which involved 80 first-grade students with a mean age of 6.5 years, crossed task characteristics and response modes. Subjects either imagined an observer's movement around a fixed array or imagined an array rotating on its vertical axis. They responded by either selecting an array model showing the observer's view or naming an item in the array which would occupy a specified position. Findings of experiment 1 differed markedly from results of previous research, particularly in the difficulty of the observer movement task with the item naming response at all degrees of rotation. In experiment 2, the task performance of 20 third-grade students in the two observer movement conditions replicated previous findings of Huttenlocher and Presson (1973, 1979). Comparisons of the data from experiments 1 and 2 revealed a significant interaction of grade and condition: first graders had markedly greater difficulty with observer movement problems with item questions than did third graders. Results are discussed. An 88-item reference list is appended. (RH)

ED 289 617
PS 017 062

Taylor, Glen
Taylor Proposes Five-Year Child-Care Program.
PUB DATE- 27 Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Minnesota Council on Family Relations (St. Paul, MN, November 5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Advocacy; Child Development; Childhood Needs; *Day Care Centers; Early Childhood Education; *Early Parenthood; *Employer Supported Day Care; Financial Support; *Low Income Groups; *State Government; *State Programs

Senator Glen Taylor of Minnesota proposed a five-year child-care program for the purposes of encouraging employer-sponsored child care and increasing by 53,000 the number of children in low-income families who were covered. This report lists central features of the program, which include: (1) tax incentives which employers can use when they build child-care facilities near work sites; (2) the use of the same tax incentives for all employers who start new programs in order to subsidize directly employee child-care costs; (3) establishment of a child-care advocacy and information office in state government; (4) the use of incentives for program accreditation for the purpose of improving child development and care programs as well as child safety; (5) a guarantee to fully fund child care for certain low-income families; and (6) a commitment to fully fund child care for mothers under 21 years old who wish to finish high school. Background and supporting information on the program covers national and Minnesota family and child-care trends, Minnesota's sliding fee trends and expenditures, Minnesota's current sliding fee law, and additional background information specific to Taylor's proposal. The document also includes five charts on the status of Minnesota day care. (SKC)

ED 289 633
PS 017 084

Child Care: The Time Is Now.
Children's Defense Fund, Washington, D.C.
REPORT NO.- ISBN-938008-61-9
PUB DATE- 87
NOTE- 18p.
AVAILABLE FROM- Children's Defense Fund, 122 C Street, NW, Washington, DC 20001 ($1.95, plus $1.50 postage and handling; discount available on orders of 100 copies or more.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- After School Programs; *Day Care; Day Care Centers; Early Childhood Education; *Economically Disadvantaged; *Economic Factors; Employed Parents; *Government Role; Low Income Groups; Young Children
IDENTIFIERS- *Alliance for Better Child Care

Millions of children in the United States are left in inadequate day care situations every day or live in poverty because their parents cannot afford day care and therefore cannot work. The number of working mothers is rising, and these mothers deserve high quality day care and after-school care for their children. This publication lists important facts about day care in the United States, namely: (1) the American people support a public commitment to child care; (2) the current child care system in the United States does not meet the needs of working families; (3) many families simply cannot afford adequate child care; (4) child care is an essential part of the solution to helping parents become self-sufficient; (5) preschool programs help children become successful students and productive adults. In spite of the existence of tax credits, current federal support for families is extremely limited, especially since Title XX funds have been reduced. Child care standards are set by individual states, and their benefits vary widely. Thus the private sector, which includes the 70 member organizations of the Alliance for Better Child Care (ABC), is taking on a larger role in child care. The goal of ABC is to devise and implement a plan that would make affordable, appropriate, high-quality child care more readily available to working parents who need it. ABC has introduced into Congress a proposed Act for Better Child Care. A list of ABC members concludes the document. (SKC)

ED 289 735
SE 048 820

Iozzi, Louis A.; Bastardo, Peter J.
Decisions for Today and Tomorrow: Teaching Notes. Issues in Science-Technology-Society.
SPONS. AGENCY- National Energy Foundation, Salt Lake City, UT.
PUB DATE- Nov 87
NOTE- 45p.; For related documents, see SE 048 821-822.
AVAILABLE FROM- Sopris West, Inc., 1120 Delaware Ave., Longmont, CO 80501.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; Air Pollution; Artificial Intelligence; Decision Making; *Environmental Education; Genetic Engineering; Hazardous Materials; Nuclear Energy; *Science Activities; *Science and Society; Science Education; Secondary Education; *Secondary School Science; Simulation; *Social Studies; Teaching Methods; *Technology
IDENTIFIERS- *Environmental Problems

This teacher's guide was designed to be used with senior high school level classes as a supplement to existing programs in the areas of science and social studies. Each of the 12 chapters included in the guide may be used independently or may be combined into a separate course on the relationships between science, technology, and society. The separate chapters deal with: (1) technology; (2) decision making in a high-tech world; (3) genetic engineering; (4) artificial intelligence; (5) nuclear energy; (6) acid precipitation; (7) hazardous wastes in the environment; (8) food and agriculture; (9) organ transplantation; (10) transportation; (11) robotics; and (12) technology and decision making. The teacher's guide includes lesson plans, teaching tips, and student handouts and worksheets. (TW)

ED 289 383
HE 020 222

Cohen, Robby, Ed.; And Others
Learning to Teach: A Handbook for Teaching Assistants at U.C. Berkeley.
Graduate Assembly of the Univ. of California, Berkeley.
PUB DATE- 85
NOTE- 106p.
AVAILABLE FROM- University of California, ASUC Graduate Assembly, Anthony Hall, Berkeley, CA 94720 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Advising; *Classroom Techniques; *College Instruction; Discussion (Teaching Technique); Educational Resources; Employment Practices; Grading; *Graduate Students; Higher Education; Instructional Improvement; Laboratories; Personnel Policy; State Universities; Teacher Effectiveness; *Teacher Responsibility; *Teaching Assistants; Teaching Guides; *Teaching Methods; Writing Instruction
IDENTIFIERS- *University of California Berkeley

Information to orient teaching assistants (TAs) at the University of California (U.C.), Berkeley, to their teaching responsibilities is presented. Written primarily by veteran TAs, pragmatic advice on teaching is offered, drawn from actual classroom experience. After exploring ways to resolve problems that occur in the earliest stage of the semester, suggestions are made on how TAs can devise teaching strategies to improve their effectiveness in all instructional roles, including leading discussion sections in the humanities, sciences, and engineering; teaching composition, math, and foreign language; and teaching lab sections in various subjects. The political, cultural, and social dimensions of being a TA at U.C. Berkeley are also described. Ways to cope with the task of grading and how TAs can evaluate their teaching are also covered. Advice to help TAs teach undergraduates to write effectively is provided, along with information on educational resources and services that can be helpful in teaching and informal advising roles with students. Rights and responsibilities of TAs as educators and employees are also addressed, including the salary schedule, grievance procedure, and tax information. (SW)

ED 289 399
HE 020 858

Ouellette, Frances

Time Perspective on Nursing Students and Its Relationship to Nursing Care Planning.
SPONS. AGENCY- Boston Coll., Chestnut Hill, Mass.
PUB DATE- Jan 87
NOTE- 48p.; Paper presented at the Annual Research in Nursing Education Conference (5th, San Francisco, CA, January 15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Age Differences; Attitudes; *College Seniors; College Students; *Goal Orientation; Grade Point Average; Higher Education; Nurses; *Nursing Education; *Objectives; *Time Perspective; Writing Skills

The relationships among time perspective, mood, age, and an academic grade point average (GPA) and goal-writing abilities were investigated in 123 senior baccalaureate nursing students from three university programs. Time perspective--past, present, and future--was measured by an Experiential Inventory, Circles/Line Test, and two Opinion Surveys. A total goal-writing proficiency score was obtained comprising measures of relevance, specificity, and usefulness of the goals written by students in response to a hypothetical clinical story. Results of the data analysis indicate an absence in relationship between the goal-writing proficiency scores and the time perspectives, mood, or GPAs held by the students. Twelve subjects who perceived their past, present, and future as interrelated periods of time demonstrated greater proficiency in total goal-writing abilities than the remainder, who conceptualized their time zones in automistic patterns. Students with GPAs above 3.09 wrote more relevant goals but were not found proficient in the total goal-writing process. Subjects reporting a positive mood--happy, healthy, optimistic, or excited--held a more future time perspective than did those who were sad, pessimistic, sick, or bored. Mood did not influence goal-writing ability. (Author/KM)

ED 289 427
HE 020 997

Moore, James W.
Understanding, Advising, and Teaching International Students: A Handbook for Faculty.

SPONS. AGENCY- Western Oregon State Coll., Monmouth.
PUB DATE- Sep 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Advising; African Culture; Arabs; Chinese; Chinese Culture; College Faculty; *College Instruction; *Cultural Differences; Cultural Images; Culture Conflict; *Foreign Students; Higher Education; Japanese; State Colleges; Stereotypes; *Student Adjustment; Student Needs; *Teacher Student Relationship; Teaching Guides
IDENTIFIERS- Africa (North); India; Pacific Islanders; *Western Oregon State College

A handbook is presented to assist Western Oregon State College faculty in identifying and understanding the problems and needs of international students and to help them welcome international students as positive influences in classes, on the campus, and in the community. Included is information on culture shock, transition problems of international students in the United States, culture and international student relationships, counseling the international student, Arabs and Pacific Islanders in U.S. postsecondary education, and instructional behaviors that facilitate international student learning. Specific topics include: international student/faculty relations at Western Oregon State College; American/Japanese communication behaviors; the value of silence in intercultural communication; how Americans view international students; problems encountered by East, West, and North African students; adjustment problems of Chinese, Indian, and other students; some common stereotypes of Americans held by foreigners; cultural biases that affect counseling the international student; and Japanese and Chinese language roadblocks to using English. (SW)

ED 289 441
HE 021 033

Loeher, Larry, Ed; And Others
The TA at UCLA/Newsletter, Issues No. 1, 3, 1979; No. 5, 1980; No. 6, 7, 8, 1981.
California Univ., Los Angeles. Office of Instructional Development.
PUB DATE- 81
NOTE- 47p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. For related documents, see HE 021 034-036. Document is printed on brown paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Anxiety; College Students; Communication Apprehension; Counseling Services; Demonstrations (Educational); English (Second Language); Faculty Advisers; *Graduate Students; Higher Education; Mathematics Anxiety; Peer Evaluation; Philosophy; Skill Development; *Student Motivation; Student Problems; Teacher Responsibility; *Teaching Assistants; Videotape Recordings; Writing Apprehension; *Writing Instruction
IDENTIFIERS- *Teaching Assistant Training Project; *University of California Los Angeles

Six issues of a University of California, Los Angeles, (UCLA) newsletter by and for teaching assistants (TAs) are presented. Each newsletter is a theme issue, covering writing, anxiety, motivation, TA role, and TA training. Topics include: student problems and psychological and counseling services, philosophies about writing, approaches to making writing assignments, holistic reading of student writing, performance anxiety in students and teachers, writing anxiety, speech anxiety (reticence), math anxiety, motivating university students, the role of TAs with respect to students and faculty, the TA and the faculty adviser, the TA consultant program at UCLA, videotaping, peer observation, TA orientation program in English as a Second Language, the demonstration class, and TA apprenticeship programs in philosophy. (SW)

ED 289 455
HE 021 291

Basic Student Charges, 1982-83. Higher Education General Information Survey (HEGIS) [machine-readable data file].
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- EF-000027
PUB DATE- 83

NOTE- "Basic Student Charges" was a 1982-1983 survey done as part of HEGIS XVII. Similar data have been collected previously and since as part of the "Institutional Characteristics (IC) Survey."
AVAILABLE FROM- U. S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Services (IS), 555 New Jersey Ave., NW, Washington, DC 20208. Telephone: (800) 424-1616, (202) 357-6768. (SAS file or SPSS-X file, $150).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Housing; Colleges; *College Students; Fees; *Full Time Students; *Graduate Students; Higher Education; In State Students; National Surveys; Out of State Students; Private Colleges; Race; Sex; Statistical Surveys; *Student Costs; *Tuition; Two Year Colleges; *Undergraduate Students
IDENTIFIERS- *Higher Education General Information Survey

The "Basic Student Charges" (BSC) machine-readable data file (MRDF) was initiated in 1982-1983 as a supplemental survey to the Higher Education General Information Survey (HEGIS) XVII. The purpose of the survey was to collect information on the costs for tuition, fees, and room and board for typical full-time undergraduate and graduate students at institutions of higher education in the United States. Data of this type had been collected in previous HEGIS surveys via the "Institutional Characteristics Survey." The universe consisted of 3,325 institutions. The response rate was 99.4%, with responses received from 3,247 institutions. Data for an additional 18 institutions were imputed, making a grand total of 3,265 institutional records on the file. Both in-state and out-of-state students from public and private colleges are included in the data. Institutional data are included (from the regular "Institutional Characteristics Survey") providing, for example, current enrollment, affiliation, type of control, race and sex ratios of student body, accreditation type, calendar system used, highest degree level offered, whether a two-year or four-year institution. Records are arranged in the file by Federal Interagency Committee on Education (FICE) codes. POPULATION: Higher Education Institutions (3,325). TYPE OF SURVEY: National Survey; Census Survey. RESPONDENTS: HEGIS Survey Coordinators. SAMPLE: Higher Education Institutions (3,325). FREQUENCY: Once (proposed annually). RESPONSE RATE: Higher Education Institutions (3,247 = 99.4%). YEAR OF FIRST DATA: 1982. (CDM/WTB)

ED 289 468
IR 012 934

Spuches, Charles M.; Reigeluth, Charles M.
The Effects of Scorekeeping on Student Motivation in a Computer-Assisted Arithmetic Drill and Practice Game. IDD&E Working Paper No. 21.
Syracuse Univ., N.Y. School of Education.
PUB DATE- Aug 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Computer Assisted Instruction; *Computer Games; Drills (Practice); *Elementary School Mathematics; Factor Analysis; Feedback; Grade 2; Primary Education; *Student Motivation
IDENTIFIERS- *Scorekeeping

This study investigated the effects of scorekeeping on student motivation in a computer assisted arithmetic drill and practice game. A 2x2 factorial design was used which incorporated the four treatments formed by time score (present and absent) and rank score (present and absent). Selected on the basis of their previous experience with the procedure of carrying in addition problems, the subjects were 52 second grade students who were randomly assigned to the four treatments. After a brief introduction and demonstration of the rules of the game, each student could elect to play further rounds to a maximum of 15 minutes. Motivation was measured by the number of rounds elected. An analysis of variance calculated for the number of rounds played indicated that there was no significant treatment effect. Discussion of the results and suggestions for further studies conclude the report. (Author/RP)

ED 289 498
IR 012 965

Ellington, Henry
How To Produce Audio Materials. Teaching and Learning in Higher Education, 15.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 26p.; For a related guide, see IR 012 960.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Audiotape Recorders; *Audiotape Recordings; Foreign Countries; Higher Education; *Instructional Design; Language Laboratories; *Material Development; Microphones; *Teacher Developed Materials; *Teaching Methods

A sequel to the booklet "A Review of the Different Types of Instructional Materials Available to Teachers and Lecturers," this booklet begins by looking at how audio materials can be used in different types of instructional situations, i.e., mass instruction, individualized learning, and group learning. The basic principles of sound recording and editing are then presented, including: (1) how sound is recorded on audiotape; (2) the equipment needed for audiotape recording, such as various types of microphones and tape recorders; (3) different types of tape; (4) general rules for making a recording; (5) methods for editing tapes; and (6) producing duplicates and multiple copies of tapes. The booklet concludes by presenting guidelines for designing and producing audio materials for specific instructional purposes, which may be categorized as illustrative/background, expository, management-of-learning, or interactive. An annotated list of three items recommended for further reading is included. (MES)

ED 289 514
IR 052 080

Simon, Hans-Reiner
Fortbildungsbedarf und Fortbildungsangebote im Bereich:

Bibliothekswesen, Information und Dokumentation in der Bundesrepublik Deutschland und Berlin (West) (The Need for and Availability of Further Education in the Librarianship/Information and Documentation Field in West Germany and West Berlin).

PUB DATE- 85
NOTE- 54p.
LANGUAGE- German
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; Data Processing; *Educational Demand; *Educational Needs; Employment Opportunities; Foreign Countries; Higher Education; Information Retrieval; *Information Science; Librarians; *Library Education; Needs Assessment; Online Searching; Research and Development; Telecommunications
IDENTIFIERS- *West Germany

This investigation into the availability of and demand for further educational measures in library and information science indicates that obvious discrepancies exist, with demand exceeding availability in the following areas: EDP (electronic data processing) use; criteria for selection for EDP use; online use, including retrieval and database supply; and the uses and effects of new media. It is noted that the continual development of new course offerings cannot eliminate these discrepancies; trends indicate an increase in the number of introductory courses being offered in areas such as EDP, long-distance data transmission, and new media, although introductory-level courses typically show no high potential for demand. University and college training that integrates research and development (R&D) results into the curriculum are discussed, with attention also given to university and college graduates with specialized knowledge including EDP and new media, and job prospects for librarians. The text is supplemented with 12 tables and 11 figures, and a 10-item bibliography is provided. (KM))

ED 289 542
JC 870 538

Yglesias, Kenneth D., Ed.
Community Colleges and JTPA: Issues and Programs.
Coastline Community Coll., Fountain Valley, Calif.
PUB DATE- [87]
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Role; Community Colleges; *Employment Programs; Hispanic Americans; *Job Training; Limited English Speaking; *Performance Contracts; *School Business Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982; *Private Industry Councils

This collection of papers describes the role of the public community college in contracting with local Private Industry Councils (PIC) through the Job Training Partnership Act (JTPA). Some papers examine training programs and special assessment and intake projects funded by the JTPA, while others discuss vocational assessment procedures that are part of most programs and offer insight into the concerns of special populations. The collection includes: (1) "JTPA and the Community College: The Development of a New Training Relationship," by Armando R. Ruiz, Jess Carreon, and Harry Smith; (2) "Three California Community Colleges and Job Training Partnership Act Projects," by William M. Vega and Kenneth D. Yglesias; (3) "Performance Contracting: As Much Art as Science," by Linda M. Thor; (4) "Serving LEP (Limited English Proficient) Participants in JTPA Programs," by Nick Kremer; (5) "Job Training Partnership Act: A Hispanic Perspective," by Richard Wilkes; (6) "Client Assessment: JTPA Programs and the Training Match," by Kenneth D. Yglesias; and (7) "Assessment," by Patricia Rickard and Richard Stiles. (UCM)

ED 289 557
JC 880 014

Allen, Johnny Mac
Marketing Higher Education in the 80's: "Aim for Service, Not Success, and Success Will Follow." Residual Marketing.
PUB DATE- 87
NOTE- 10p.; Paper presented at the Miami-Dade Community College district-wide Enrollment Management Conference (Miami, FL, November 11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Community Support; Fund Raising; *Institutional Advancement; Interpersonal Communication; *Interpersonal Relationship; *Marketing; *Public Relations; *School Community Relationship; Student Recruitment; Two Year Colleges
IDENTIFIERS- *Enrollment Management

Increasing competition in higher education for college students has given the term "enrollment management" wide acceptance in academia. Many factors are important to the success of enrollment management, including an informed enrollment management team of upper-level administrators committed to adopting a new philosophy in addition to new strategies, practices, and procedures. One example of a back-to-basics approach to enrollment management is "Residual Marketing," which requires personal involvement and face-to-face communication between college personnel and the community. Unlike intensive television advertising and mass mail techniques, which are increasingly used by postsecondary institutions, "residual marketing" relies upon word of mouth to establish a college's credibility in the community. Miami-Dade Community College (Florida) has implemented a number of techniques to involve the community in the promotion of the college's programs, services, and image. Though these techniques have had immediate dividends, many of the "residual" benefits take months, even years, to reach full fruition. Though "residual marketing" demands total commitment from the campus individuals involved and may detract from the time devoted to institutional responsibilities, the approach has benefits for both the college and the community. (UCM)

ED 289 647
RC 016 500

Phillips, Robert L., Jr.; Wade, Sharon L.
An Analysis of Determinants on the Utilization of Community Based Organizations in Selected Areas of South Carolina.
SPONS. AGENCY- South Carolina State Coll., Orangeburg.
PUB DATE- Feb 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (Nashville, TN, February 1-4, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Role; Community Organizations; Community Programs; Discriminant Analysis; Educational Attainment; Health; Human Capital; *Human Services; Interviews; *Profiles; Racial Differences; Rural Areas; *Rural Urban Differences; Sex Differences; Urban Areas; Use Studies
IDENTIFIERS- *Community Based Organizations; Program Characteristics; South Carolina; *User Characteristics; User Groups

Of the empirical research on agency utilization, examinations on the usage of community based organizations (CBO's) such as Community Action Programs, Opportunities Industrialization Centers, and Urban Leagues, have been minute. This study of CBO's revealed significant relationships relative to the use of program services by 575 respondents randomly selected and surveyed via structured interviews in summer 1985. Data on above and below poverty level users of CBO's in rural and urban settings were analyzed. Employing the discriminant analysis technique, the study examined differences on selected dimensions of the human capital theory to assess the cumulative ability to differentiate the two groups. The results indicated that no statistically significant level was found in regard to race. The characteristic profile of those who utilized CBO's reflected persons who tended to be retired or unemployed, female, and lacking a high level of educational attainment and additional training. The discriminant model revealed age and occupation were the important determinants for the usage of CBO's, followed by poverty level, additional job/skill training, and sex. The findings were supportive of previous research on traditional agency utilization. Concerning agency differences, the hypothesis that relevant regional differentials would emerge was not supported. References and statistical tables are appended. (Author/JMM)

ED 289 662
RC 016 529

Rucker, George; And Others
A Directory of Rural and Specialized Transit Operators. Volume 1: Eastern U.S. Systems.
Rural America, Inc., Washington, D.C.
SPONS. AGENCY- Department of Transportation, Washington, D.C.

REPORT NO.- DOT-1-86-26
PUB DATE- Jun 86
NOTE- 242p.; For other volumes, see RC 016 530-531.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; Agency Role; *Delivery Systems; Directories; *Disabilities; Elementary Secondary Education; Federal Aid; *Older Adults; *Rural Areas; *Transportation; Young Children
IDENTIFIERS- Private Transportation; Public Transportation; *United States (East)

This 3-volume directory is the first comprehensive effort to identify Urban Mass Transportation Administration (UMTA) funded Section 18 and 16(b)(2) rural and specialized transportation agencies and describe characteristics of these systems: organizational structure, service characteristics, size, and areas served. Volume 1 contains listings for Region I (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont); Region II (New Jersey, New York); Region III (Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia); and Region IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee). Under regional and state headings, agencies providing transit systems are listed alphabetically according to funding source: Section 18, Section 16(b)(2), or other federal sources. Addresses and telephone numbers, names of counties served, numbers of vehicles and lifts in service, and number of trips made and clients served are provided for each agency. Data from individual agencies are summarized in state profiles, which are then combined into regional and national profiles. Volume 1 identifies a total of 1,547 organizations receiving direct or indirect UMTA funding. This includes 335 agencies funded under the Section 18 program and 1,212 agencies receiving assistance under Section 16(b)(2). (NEC)

ED 289 689
SE 048 774

Thornton, Carol A.
Teaching Basic Facts: An Activity Based Program. A Teacher Resource.
Illinois State Univ., Normal. Dept. of Mathematics.
PUB DATE- 87
NOTE- 158p.
AVAILABLE FROM- Illinois State University, Mathematics Department, 313 Stevenson Hall, Normal, IL 61761 ($12.00; blackline masters on cardstock sold separately).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; *Basic Skills; Class Activities; *Concept Formation; Division; Elementary Education; *Elementary School Mathematics; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Multiplication; *Number Concepts; Subtraction

This teacher resource material was written from the perspective that it is possible to improve number fact learning in the primary grades, and in remedial situations beyond those years, in ways that: (1) will help children learn all facts; (2) will emphasize the process as well as the answer; and (3) by capitalizing upon natural extensions of number fact work, will contribute significantly to major goals of today's curriculum. A major thrust of the paper has been to present a framework which teachers can use as a springboard for improving their present basic fact program, no matter what school adopted mathematics textbook is used. The framework is used to present sample lessons in addition, subtraction, multiplication and division. In addition, the document addresses program guidelines, remediation, use of games, meeting individual needs and extensions of the program. Blackline masters are included. (PK)

ED 289 355
FL 017 069

Fallon, Gerald; Morse, Marie
Le francais a l'elementaire: francais-immersion. Programme d'etudes (Elementary French: French Immersion. Program of Study).
Alberta Dept. of Education, Edmonton. Language Services Branch.
PUB DATE- 87
NOTE- 220p.
LANGUAGE- French
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Difficulty Level; Educational Objectives; Elementary Education; FLES; Foreign Countries; *French; *Immersion Programs; *Notional Functional Syllabi; Oral Language; Reading Skills; Second Language Learning; *Second Language Programs; Social Values; Sociocultural Patterns
IDENTIFIERS- *Alberta

Alberta's curriculum guide for French immersion programs outlines the programs' rationale and objectives and the content of the oral language, reading, and writing components for six years. An introductory section discusses the aim of developing language competence and recent theory on competence. The role of language as an instrument of communication and as a vehicle for sociocultural values is outlined. Subsequent sections present background information and specific notional content for instruction in oral production and aural comprehension, reading, and writing for each of six years' curricula. A vocabulary list indexed to the year of introduction for each item is appended. (MSE)

ED 289 414
HE 020 975

Collective Bargaining Agreement between University of Delaware and American Association of University Professors University of Delaware Chapter, July 1, 1986-June 30, 1988.
American Association of Univ. Professors, Washington, D.C.; Delaware Univ., Dover.
PUB DATE- 1 Jul 86
NOTE- 22p.; Not available in paper copy due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Equal Opportunities (Jobs); Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; Part Time Faculty; Personnel Policy; Records (Forms); *State Universities; Teacher Employment Benefits; Teacher Placement; Teacher Salaries; Teacher Strikes; Tenure; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Dues Checkoff; *University of Delaware

The collective bargaining agreement between the University of Delaware and the university chapter of the American Association of University Professors (AAUP), covering the period July 1, 1986 through June 30, 1988, is presented. Topics covered include the following: agreement; purpose; recognition; AAUP membership; AAUP representatives and privileges; bargaining unit membership, including a list of the unit; no strikes or lockouts; grievance procedure; personnel benefits; nondiscrimination; faculty workload; salaries; use of part-time faculty; totality of agreement; precedence of laws; maintenance of practices; safety and health; College Parallel Program; and term of agreement, calling for automatical renewal unless changes are called for by either party. Appended is a form for the authorization of payroll deduction of membership dues. (LB)

ED 289 483
IR 012 950

Garland, Virginia E.
Software Applications To Increase Administrative and Teacher Effectiveness.
PUB DATE- Nov 85
NOTE- 10p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985). Attached materials use faint, dot matrix print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Database Management Systems; Elementary Secondary Education; Material Development; *Microcomputers; Recordkeeping; School Administration; Student Records; *Word Processing
IDENTIFIERS- *Spreadsheets

Arguing that the most effective types of managerial computer software for teacher use are word processing, database management, and electronic spreadsheet packages, this paper uses Apple Writer, PFS File, and VisiCalc as examples of such software and suggests ways in which they can be used by classroom teachers. Applications of Apple Writer that are described include use as an instructional tool to improve student writing skills; the design of form letters and class mailing lists; and the design and formatting of frequently used curriculum materials, including written examinations, syllabi, outlines, biographies, and assignments. Suggested applications of PFS File include the creation of longer mail lists; creation and sorting of class lists with students' addresses, parents' names, grades, and assignments; and generation of address labels. Uses for ViciCalc include keeping records of student grades and averaging grades at report card time. Samples of some materials produced using such software packages are attached. (RP)

ED 289 529
JC 870 436

Application and Enrollment Patterns of Transfer Students, Fall 1986.
State Univ. of New York, Albany. Central Staff Office of
Institutional Research.

REPORT NO.- SUNY-OIR-6-87
PUB DATE- Sep 87
NOTE- 586p.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; *College Applicants; *College Transfer Students; Community Colleges; Educational Mobility; *Enrollment Trends; Higher Education; In State Students; Out of State Students; Private Colleges; School Statistics; *State Universities; Tables (Data); Two Year Colleges; *Two Year College Students; Undergraduate Students
IDENTIFIERS- *New York

Data are presented on the application and enrollment patterns of undergraduate transfer students to the State University of New York (SUNY). The basic statistics show the relation of the transfer students' prior institution, current SUNY institution, and entry level, by individual institution, institutional type, and coordinating area. Following an introduction, which includes definitions, an overview of study methodology, and highlighted findings, part I presents institutional summary tables showing headcounts and percent distributions for senior colleges, university centers, university colleges, health science centers, specialized colleges, statutory colleges, two-year colleges, agricultural and technical colleges, and community colleges. Part II provides regional summaries for the system's coordinating areas. Part III contains data on the location and type of institution attended prior to transfer for all transfer students and full-time transfers. Parts IV, V, and VI provide information about transfer students from other SUNY institutions, other New York institutions, and transfer students from out of New York State. In part VII, reports look at trends with respect to full-time undergraduate credit course transfer students; enrollment of first-time, transfer, continuing, and returning students; transfers by associate degree granted; and full-time students by level and institution type. (EJV)

ED 289 571
JC 880 034

Carbone, Gilbert J.
The 1986 Literacy Tutor Coordination Program: A Report to the Legislature Pursuant to Chapter 312, Laws of 1986 (ESSB 4762).
Washington Office of the State Superintendent of Public Instruction, Olympia.; Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 3 Dec 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Students; Community Colleges; Financial Support; *Literacy Education; Reading Achievement; State Programs; Student Characteristics; *Tutorial Programs; Two Year Colleges; *Volunteers
IDENTIFIERS- *Washington

A $100,000 appropriation for fiscal year 1986 directed the Washington State Board for Community College Education and the state's Superintendent of Public Instruction to establish a pilot program for coordinating the efforts of volunteer literacy tutors. The 12 projects funded by the program recruited and trained 1,473 volunteer tutors and provided literacy services to 2,174 clients at an average cost of $46 per client. Project funds supported part-time tutor coordinators who trained the volunteers and matched them with clients. Statistics gathered on the tutoring clients revealed the following: (1) the average age of the clients was 33 years; (2) 51% were married and most had family responsibilities; (3) 37% were employed, and only 4% were receiving job training; (4) 45.2% had received their prior schooling in Washington; (5) 36.5% were immigrants or refugees; and (6) four-fifths of the clients had reading ability at or below the sixth-grade level when entering the program, and 4% read at above the eighth-grade level. Evidence from one sponsored literacy project indicated that as few as 50 hours of tutoring could produce an average gain in reading ability of approximately one grade level. Other outcomes of the program included creating a greater awareness of literacy problems in local communities and developing cooperative relationships among literacy service providers in those areas. Funding information, quotes regarding the projects and the illiteracy problems in Washington, and the authorizing legislation for the project appropriations are appended. (UCM)

ED 289 587
PS 017 011

Brougere, Gilles
Play, Toys and Television.
PUB DATE- Jul 87
NOTE- 7p.; Paper presented at the O.M.E.P. (World Organization for Early Childhood Education) World Council and Seminar (Oslo, Norway, July 30-31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Cultural Influences; *Games; *Play; Television Commercials; *Television Viewing; *Toys
IDENTIFIERS- Cultural Change; *Television Role

In Western societies, television has transformed the life, culture, and points of reference of the child. Its particular sphere of influence is the child's play culture. This play culture is not hermetic: it is very oriented toward manipulation; has a symbolic role as a representational medium; evolves along with the child; has a certain amount of autonomy; and is stratified, compartmentalized, and absorbed into the general culture which the child belongs to. Television provides children with material for games through its fictional inventions and the diverse images it presents. Television has become the main supplier of play material. In no way does television stand in the way of play. Instead, it fosters, influences, and structures play. At the same time, play allows the child to adapt certain television material to his or her own requirements. Children's games are partly determined by the objects children have at their disposal. Through commercials, the child discovers both play objects and play situations. The development of television commercials has therefore considerably influenced the development of toys. This does not mean that the child's play culture is wholly determined by television. There is no apparent contradiction between traditional games and those provided by television. (RH)

ED 289 618
PS 017 063

Supersaxo, A.; And Others
The Influence of Teacher Attributions on Tendencies of Causal Attribution and Anxiety in Pupils.
Fribourg Univ. (Switzerland).
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Anxiety; *Attribution Theory; Elementary Education; Foreign Countries; *Locus of Control; Pretests Posttests; Student Motivation; *Teacher Influence; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Switzerland

This study examined whether pupils' causal attribution tendencies could be influenced by teachers' attributions of their performance. In addition, the relationship between pupils' causal attributions and their school anxiety was studied. Based on Weiner's (1979) taxonomy of attributions that distinguishes between external versus internal and stable versus labile attribution, it was hypothesized (1) that if teachers consistently attributed pupil's success or failure to pupil's abilities or degree of effort, then pupil's attribution tendency will change accordingly; and (2) that student's anxiety/listlessness toward school will change to the degree that his/her attribution is modified away from the external and toward the internal direction. Results showed that it was possible to influence attribution tendencies of students, but did not show a relationship between the extent of modification of causal attributions and the reduction of anxiety. (PCB)

ED 289 676
SE 048 761

Jones, Claire
Energy from the Sea. Ocean Related Curriculum Activities.
Pacific Science Center, Seattle, Wash.; Washington Univ., Seattle. Washington Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 80
NOTE- 64p.; Drawings may not reproduce well.
AVAILABLE FROM- Pacific Science Center Giftshop, 200 2nd Ave. North, Seattle, WA 98109 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alternative Energy Sources; Elementary Education; *Elementary School Science; *Energy Education; Environmental Education; Fuels; Interdisciplinary Approach; Marine Biology; *Marine Education; *Oceanography; *Science Activities; Science and Society; Science Curriculum; Science Education; *Science Instruction; Water Resources
IDENTIFIERS- *Project ORCA; Washington

The ocean affects all of our lives. Therefore, awareness of and information about the interconnections between humans and oceans are prerequisites to making sound decisions for the future. Project ORCA (Ocean Related Curriculum Activities) has developed interdisciplinary curriculum materials designed to meet the needs of students and teachers living in Washington State. Each activity packet provides the teacher with a set of lessons dealing with a particular topic related to the oceans. Included are student worksheets, lesson plans, a vocabulary list, and a bibliography. In this unit, designed for the junior high level, students can explore the potential of offshore oil deposits, and proposals for tapping the energy of the tides, winds, currents, and ocean thermal differences. Attention is paid to the economic and environmental impact of exploiting these sources. As our energy situation is a complex one with no clean-cut answers, the activities in this unit are correspondingly open-ended. (TW)

ED 289 705
SE 048 790

Patterson, Jo
Farm & Food Bytes: Soil and Water Conservation. Teacher's Guide and Student Study Manual.
REPORT NO.- IG78-6; SSM78-6
PUB DATE- 86
NOTE- 68p.; This publication was written with the support of an educational grant from Pioneer Hi-Bred International, Inc.
AVAILABLE FROM- Soil and Water Conservation Society, 7515 NE Ankeny Rd., Ankeny, IA 50021 ($29.00 plus shipping and handling; includes a two-sided diskette).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Instruction; Computer Uses in Education; Conservation (Environment); Conservation Education; *Courseware; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Intermediate Grades; Language Arts; Mathematics Education; Mathematics Instruction; Natural Resources; Science Activities; Science and Society; Science Education; Science Instruction; Social Studies; *Soil Conservation; Teaching Methods; *Water

This kit includes a variety of instructional materials designed to teach language arts, science, mathematics and social studies while integrating soil and water conservation concepts into the intermediate-level classroom. The activities included in the student study manual are intended to be used to: (1) introduce a topic prior to using the courseware provided in the kit; (2) involve students in specific activities while utilizing the computer; and (3) provide a comprehensive review of the topic after the courseware has been used. Each student activity has a corresponding instructional plan which is provided in the teacher's guide, consisting of specific objectives, suggested activities, and teaching strategies. A third section of the kit provides guidelines for the use of the instructional courseware which can be purchased with this kit. Also included are brochures about the kit and a poster which addresses conservation and the water cycle. (TW)

ED 289 720
SE 048 805

Lunde, Paul; And Others
Science: The Islamic Legacy.
PUB DATE- 86
NOTE- 69p.; Colored photographs may not reproduce well.
AVAILABLE FROM- Aramco Services Company, Box 4534, Houston, TX 77210 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Serials (022)
DESCRIPTORS- Astronomy; *Foreign Countries; *Islamic Culture; Middle Eastern Studies; *Religion; *Science and Society; *Science History; Sciences; Space Sciences; *Technological Advancement
IDENTIFIERS- Saudi Arabia

In the wake of the first space voyage and in-flight experiments by a Muslim astronaut, this document focuses upon the story of Islamic science through the ages. It is intended to demonstrate the resurgence of scientific research and technological development in the Muslim world. The booklet contains chapters on: (1) science: the Islamic legacy; (2) science in the golden age; (3) the book of animals; (4) science in al-Adnalus; (5) the Bodleian tribute in the Oxford Library; (6) science, the modern age; (7) Arabs and astronomy; and (8) science in the space age. (TW)

ED 289 469
IR 012 935

Chao, Chun-I; Reigeluth, Charles M.
The Effects of Format and Structure of a Synthesizer on Procedural-Decision Learning. IDD&E Working Paper No. 22.
Syracuse Univ., N.Y. School of Education.
PUB DATE- Feb 86
NOTE- 32p.; Portions contain broken print. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; Control Groups; Higher Education; Hypothesis Testing; *Instructional Design; *Intermode Differences; Recall (Psychology); *Sequential Learning; *Synthesis; Verbal Communication; Visual Measures
IDENTIFIERS- Elaboration Theory; *Generality; *Synthesizers

This study investigated the effects of different structures of a synthesizer and formats of the generality component on the application and remember levels of learning. Seventy-three undergraduates participated. Four treatment groups were formed by combining two types of structure (complete versus partial) with two types of format in generality (visual versus verbal statement). A complete synthesizer contained a generality, an example, and some practice. A box-chart diagram was used to represent the visual format of the generality. Results suggest that, although the format of the generality does not make significant differences on either the application or the remember levels of learning, a complete synthesizer seems to benefit remember level learning. When comparing treatment groups with the control group, the post-hoc comparison again shows that complete synthesizers result in significantly better learning than no synthesizer at all. A discussion of the findings concludes the paper. Seventeen references are appended. (Author/RP)

ED 289 602
PS 017 036

Spies, Carolyn
Play, Problem Solving and Creativity in Young Children.
PUB DATE- Apr 87
NOTE- 46p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creativity; Creativity Research; Hypothesis Testing; Meta Analysis; *Play; *Problem Solving; Statistical Data

Meta-analyses of the hypotheses that relationships exist between play and problem solving, and between play and creativity, were conducted. The data set for the meta-analyses included studies designed to investigate the relationship between play and fluency or originality, or between play and problem-solving behavior. The meta-analyses of creativity studies reveal a small but significant relationship between play and originality for familiar objects, but not for unfamiliar objects, and no relationship between play and fluency. The meta-analysis of problem solving studies showed heterogeneous effects for the total sample. About 100 references are listed. Appendixes include a discussion of the meta-analytic procedures used, and tables which present data from the studies analyzed. (PCB)

ED 289 736
SE 048 821

Iozzi, Louis A.; Bastardo, Peter J.

Decisions for Today and Tomorrow: Student Guide. Issues in Science-Technology-Society. A Multidisciplinary Approach to Problem-Solving and Critical-Thinking.

SPONS. AGENCY- National Energy Foundation, Salt Lake City, UT.
PUB DATE- Nov 87
NOTE- 186p.; For related documents, see SE 048 820-822.
AVAILABLE FROM- Sopris West, Inc., 1120 Delaware Ave., Longmont, CO 80501.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agriculture; Air Pollution; Artificial Intelligence; Decision Making; *Environmental Education; Genetic Engineering; Hazardous Materials; Nuclear Energy; *Science Activities; *Science and Society; Science Education; Secondary Education; *Secondary School Science; Simulation; *Social Studies; *Technology
IDENTIFIERS- *Environmental Problems

This student guide was designed to be used with senior high school level classes as a supplement to existing programs in the areas of science and social studies. Each of the 12 chapters included in the guide may be used independently or may be combined into a separate course on the relationships between science, technology, and society. The separate chapters deal with: (1) technology; (2) decision making in a high-tech world; (3) genetic engineering; (4) artificial intelligence; (5) nuclear energy; (6) acid precipitation; (7) hazardous wastes in the environment; (8) food and agriculture; (9) organ transplantation; (10) transportation; (11) robotics; and (12) technology and decision-making. Each chapter of the student guide contains independent reading assignments, discussion questions, activities, and simulations. (TW)

ED 289 369
FL 017 083

A Guide to Resettlement in the United States.
Center for Applied Linguistics, Washington, D.C.

SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- [87]
NOTE- 137p.; For related documents, see FL 017 084-086.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); Compensation (Remuneration); Cultural Context; *Daily Living Skills; *Employment; Interpersonal Communication; *Land Settlement; Occupational Mobility; Public Education; *Refugees; *Social Services; Social Values; Sociocultural Patterns; Voluntary Agencies

The resettlement guide describes the initial stage of resettlement and the processes that refugees undergo as new arrivals. The information is intended to prepare refugees for the first few weeks in an American community and to explain fundamental aspects of American life. An initial chapter outlines issues and procedures in pre-arrival arrangements, resettlement, and legal status and explains some common refugee misconceptions about their reception and status in the United States. Subsequent chapters describe aspects of employment in the United States (employment and benefit types, pay, getting a job, and job mobility), income and expenditures (budgeting, shopping, and banking services), education systems for children and adults, the American social, political, and religious system (including social services, the health care system, government and law, religion in American life, and church sponsorship), and daily living (personal communication, papers to carry, cars, alcohol, privacy, punctuality, personal habits, social conventions, money matters, and weights and measures). Notes on American holidays and special days and a list of voluntary agencies are contained in final chapters. The guide is also available in Hungarian, Romanian, Polish, and Czech. (MSE)

ED 289 384
HE 020 223

Cohen, Robby, Ed.; Robin, Ron, Ed.
Teaching at Berkeley: A Guide for Foreign Teaching Assistants.
Graduate Assembly of the Univ. of California, Berkeley.
PUB DATE- 85
NOTE- 82p.
AVAILABLE FROM- University of California, ASUC Graduate Assembly,
Anthony Hall, Berkeley, CA 94720 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Cultural Differences; *English (Second Language);
*Foreign Students; *Grading; *Graduate Students; Higher Education;
Humanities; Language Skills; Sciences; State Universities; Student
Evaluation of Teacher Performance; *Teaching Assistants; Teaching
Guides
IDENTIFIERS- *University of California Berkeley

A handbook for foreign teaching assistants (TAs) is presented by foreign graduate students with teaching experience and other educators who have worked closely with them. Language skills, teaching strategies, cultural issues, resources, and the environment at the University of California, Berkeley, are addressed in 16 articles. Article titles and authors are: "English and the Foreign-Born TA" (Jacqueline Hoeppner-Freitas); "Overcoming the Language Barrier" (Jia-Yush Yen); "Listening Comprehension and Accent Problems" (Dong-Gyom Kim); "How Do Americans Speak?" (Bonnie Burns); "Getting To Know the System" (Stephen Small); "How To Teach without Talking" (Eyal Naveh); "Leading Sections in the Sciences" (Rajesh Gupta); "Grading Humanities Students" (E. Naveh); "Grading Options in the Sciences" (Prabhakar Raghavan); "Student Evaluations of TAs (Ron Robin); "Foreign TAs from the Undergraduate Perspective" (David Pickell); "A Woman, A Foreigner, a TA" (Jyoti Sanghera); "Advantages of Foreign TAs" (John Quansheng Zhao); "Oral Communication Resources" (Barbara Gross Davis); "Peer Counseling and Support for Foreign TAs" (Ron Robin, Alan Cox); and "Advisers to Foreign Students and Scholars Office (AFSSO)" (Ted Goode). (SW)

ED 289 400
HE 020 860

College-Bound Seniors Report, 1985-86.
Connecticut State Board of Education, Hartford.
PUB DATE- 87
NOTE- 29p.
AVAILABLE FROM- Connecticut State Board of Education, 61 Woodland Street, Hartford, CT 06105.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; *Aptitude Tests; *College Bound Students; Comparative Analysis; Education Majors; Higher Education; High Schools; *High School Seniors; High School Students; Majors (Students); Mathematics Tests; Minority Groups; Racial Differences; *Scores; Sex Differences; Statistical Data; *Student Characteristics; Verbal Tests; Writing Skills
IDENTIFIERS- *Connecticut; *Scholastic Aptitude Test

The twelfth annual report on the Scholastic Aptitude Test (SAT) scores of Connecticut's college-bound seniors analyzes their characteristics, high school records, and college plans. This report is based upon the most recent responses of 28,702 1985-86. seniors who participated in the College Board's Admission Testing Program at any time during high school. Among the results highlighted are the following: (1) the verbal average of 440 as nine points above the national average and equal to last year's state average; (2) males averaged 444 of the verbal and females 437; (3) the average math score of 474 was one point below last year's state average and one point below the national average; (4) the math average for males was 499 and for females, 451; and (5) the gap between black and white students on the verbal and math tests is wide but has narrowed since 1975-76. A series of figures and tables provides results and comparative analyses by test, ethnic/minority group, sex, and by intended area of study. (KM)

ED 289 428
HE 021 009

Cockriel, Irvin W.
Who Will Advise Student Organizations?

PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the National Association of Student Personnel Administrators (NASPA) IV-East IV-West Conference (St. Louis, MO, November 6-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Evaluation Criteria; *Extracurricular Activities; *Faculty Advisers; Faculty Evaluation; Faculty Promotion; Faculty Workload; Higher Education; Personnel Policy; *Publish or Perish Issue; *Student Organizations; Teacher Participation; *Teacher Responsibility; Tenure

The participation of University of Missouri-Columbia faculty as advisers to student organizations was investigated in 1986. A total of 47 faculty who served as advisers in 1983-1984 but who were no longer serving in this capacity completed an open-ended survey. Findings indicated: 11 of the 47 cited no reward or a conflict with promotion as the reason they chose not to continue as an adviser to a student organization; seven of the faculty who had served as advisers had retired; seven noted that their department had a policy of changing (rotating) advisers; six were in fact still advising with a different student organization; six said the student organization had dissolved; and five said there had been a reorganization and their assignment had changed. It is concluded that the pressure to publish and conduct research has become so much a part of the tenure and promotion policies that faculty are forced to give up working with student organizations. (SW)

ED 289 442
HE 021 034

Loeher, Larry, Ed; And Others
The TA at UCLA/Newsletter, Issues No. 9, 1982; No. 10, 1983; No. 11, 1983.
California Univ., Los Angeles. Office of Instructional Development.
PUB DATE- 83
NOTE- 27p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. For related documents, see HE 021 033-036. Document printed on brown paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Counseling; College Libraries; Counseling Services; Education Work Relationship; *Experiential Learning; Field Experience Programs; *Graduate Students; Grants; Higher Education; *Peer Influence; *Small Group Instruction; Student Participation; Student Personnel Services; *Teaching Assistants; Time Management; Tutoring
IDENTIFIERS- Professional Ethics; *Teaching Assistant Training Project; *University of California Los Angeles

Three issues of a University of California, Los Angeles, (UCLA) newsletter by and for teaching assistants (TAs) are presented. Each issue focuses on one of these themes: where to go, experiential learning, and peer group learning. Topics include: TA minigrants up to $250.00 that are funded by UCLA Office of Instructional Development through the TA Training Program; educational career services, time management; 25 don'ts to save time; the major counseling and instructional services available on the UCLA campus; how UCLA libraries can enhance teaching; the field studies development program at UCLA; a bridge between classroom and career; ethics and the new vocationalism; fieldwork on local wildlife; notes from a field journal; field studies and history; UCLA peer group learning program; the cooperative learning process; an undergraduate's view of peer group learning; and learning without a teacher. (SW)

ED 289 499
IR 012 966

Ellington, Henry
How To Produce Linked Audio and Still Visual Materials. Teaching and Learning in Higher Education, 16.
Scottish Central Institutions Committee for Educational Development.
SPONS. AGENCY- Robert Gordon's Inst. of Technology, Aberdeen (Scotland).
PUB DATE- 87
NOTE- 24p.; For a related guide, see IR 012 960.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Audiotape Recordings; *Audiovisual Instruction; Foreign Countries; Higher Education; *Material Development; Microscopes; *Production Techniques; Realia; *Teacher Developed Materials

A sequel to the booklet "A Review of the Different Types of Instructional Materials Available to Teachers and Lecturers," this booklet begins by looking at the various ways in which linked audio and still visual materials can be used in different instructional situations, i.e., mass instruction, individualized learning, and group learning. Some of the most important types of systems are then examined, including systems that link audiotapes with textual materials, sequences of slides, or photographic prints, and such combinations as tape-model, tape-microscope, and tape-realia. The main uses of each of these systems are identified and guidelines are provided for the design and production of the various components. Samples from scripts for audiotapes designed for use with a workbook and with slides are included, as well as a model of the design and production process for a tape-slide program and an annotated list of four items recommended for further reading. (MES)

ED 289 515
IR 052 081

Simon, Hans-Reiner
Die Informationsgewinnung im Rahmen der "Bradford"schen Streuungsregel (Bradford's Law) (The Gathering of Information within the Framework of Bradford's Law).
PUB DATE- Apr 86
NOTE- 168p.; Paper presented at an internal seminar of Gesellschaft fur Information und Dokumentation (Frankfurt am Main, West Germany, April 1986).
LANGUAGE- English; German
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstracting; Bibliographic Databases; Bibliographies; *Bibliometrics; *Classification; Indexing; *Information Retrieval; Information Sources; *Online Searching; *Relevance (Information Retrieval); *Search Strategies

IDENTIFIERS- *Bradford Law of Scatter; Information Analysis

Designed to provide students of information science with an introduction to British librarian Samuel Clement Bradford's 1934 findings about the scattering of information, this reader on Bradford's Law begins by discussing its use in calculating search procedures in printed bibliographies as well as in databases. The following additional materials are included in this collection: (1) a biography of Samuel Bradford; (2) bibliographies of works by and about Samuel Bradford; (3) articles by Samuel Bradford, including "Sources of Information on Specific Subjects," "Note on the Scattering of Papers on Specific Subjects in Scientific Periodicals," and "Complete Documentation in Science and Technology," and a chapter on "The Documentary Chaos" from the book, "Documentation"; (4) "Distribution of Citations in Databases in a Multidisciplinary Field" (Carol Tenopir); (5) "Relevante Zeitschriften fur die Veterinarmedizin--Versuch einer Analyse anhand von funf Literatur-Datenbasen" ("Relevant Literature for Veterinary Medicine--An Analysis of Publications Found in Five Databasen") (Wolf D. Hoffmann and Jutta H. T. Klawiter-Pommer); and (6) "Bradford's Law and Libraries: Present Applications--Potential Promise" by M. Carl Drott, Jacqueline C. Mancall, and Belver C. Griffith. The text is supplemented with numerous graphs and charts, and a 197-item bibliography is provided. (EW)

ED 289 543
JC 870 539

Hauselman, A. J., Ed.; Tudor, Dan, Ed.
Compendium of Selected Data & Characteristics: University of Kentucky Community College System, 1986-87.
Kentucky Univ., Lexington. Community Coll. System.
PUB DATE- Nov 87
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Graduates; College Libraries; College Programs; *Community Colleges; Educational Finance; *Enrollment Trends; Expenditures; *Financial Support; Income; Operating Expenses; State Surveys; Statistical Data; *Student Characteristics; Tables (Data); Teacher Characteristics; Teacher Salaries; *Two Year College Students
IDENTIFIERS- *Kentucky

A list of college programs and a history of the University of Kentucky Community College System (UKCCS) begin this presentation and analysis of 1986-87 data on UKCCS enrollments, instructional programs, financial support, and student characteristics. Section I focuses on enrollment, providing fall 1986 headcount enrollment for each of the 14 UKCCS campuses in terms of enrollment status (full-/part-time), class, sex, and residence; full-time equivalent (FTE) enrollments for fall 1964 and fall 1977 through 1986; and headcount enrollments for first-time freshmen for fall 1969 and fall 1976 through 1986. Section II examines headcount enrollment by degree level; program enrollment by gender; credit hours offered and FTE enrollment by degree and course level; UKCCS graduates by degree, college, and program; number and type of library materials supporting the instructional programs; educational level of full-time teaching staff; and staff and faculty development activities. Section III analyses the financial support base of UKCCS, detailing general fund expenditures by function, expenditures from recurring general funds, general funds budgeted by function, and average faculty salaries by rank. Section IV examines the family income, ethnic status, and age of fall 1986 freshmen and compares their mean standardized test scores with those of similar groups in 1977 through 1985. (EJV)

ED 289 558
JC 880 015

Lettman, Dennis
Commitment to Student Retention: A Plan for Success. Final Report of the Retention Task Force.
Sinclair Community Coll., Dayton, Ohio.
PUB DATE- Oct 86
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; College Planning; Community Colleges; *Dropout Prevention; Enrollment Influences; *School Holding Power; *Student Personnel Services; Two Year Colleges

A retention taskforce was established at Sinclair Community College (SCC) in Ohio to develop a plan to increase student retention. The 24-member taskforce, representing key areas within the college, worked for 15 months to prepare the plan. The plan was designed to be comprehensive, touching upon all points where the students interact with the institution and encompassing the whole continuum of experiences that students face throughout college. The plan's retention model contains four distinct phases: pre-enrollment, campus entry, enrollment, and post-enrollment. This five-part taskforce report explains the retention plan and how and why it was developed. Part I provides introductory material, which underscores the importance of retention efforts, and reviews the charge and lists the members of the taskforce. Part II presents a review of the literature, covering both student and institutional factors that affect retention. Part III describes the activities, events, projects and presentations conducted by the taskforce that led to the development of the retention plan. In part IV, the four-phase model of student retention and success is presented, and terms are defined. Finally, part V offers specific recommendations for increasing retention. Recommendations, including information on the office(s) that should be responsible for their implementation, a suggested timeframe, and anticipated benefits, are made for each phase of the model. An annotated bibliography of published retention strategies, results of a pilot study on student withdrawal, and a summary of suggestions made by retention focus groups are appended. A 50-item reference list concludes the document. (UCM)

ED 289 634
PS 017 085

Mine, Hiroshi; And Others
A Study of the Effects of Child Rearing Patterns on Test Anxiety in Late Adolescence.
PUB DATE- 15 Jul 87
NOTE- 12p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *College Students; Foreign Countries; Higher Education; *Parent Attitudes; Parent Child Relationship; Parent Influence; Parent Role; *Parent Student Relationship; *Test Anxiety
IDENTIFIERS- Japan

This study of Japanese families postulated that positive and negative parental attitudes may affect the degree of test anxiety experienced by children in the families. The study used translations of the Reactions to Tests (RTT) inventory and parental attitude tests to identify relationships between child rearing practices and the child's performance in threatening situations such as academic tests. Subjects were 237 male and 239 female undergraduates at Japanese universities. The RTT inventory, the Mother Acts Scale, the Father Acts Scale, and the Mother-Father-Peer Inventory were administered to each subject. Findings indicated that female subjects rated higher scores on parents' child rearing behaviors, and that parental restriction, blame, inconsistency, overprotection and rejection raise the anxiety level of children in testing situations. Praise, on the other hand, correlated with the tension and worry components of the RTT, indicating that praise of a child's behavior enhances anxiety towards testing and the possibility of failure. The results with respect to praise did not support the hypothesis that praise reduces test anxiety, while the results for negative parental attitudes were as predicted. Five tables of results, four references, and three appendixes listing sample test responses are included. (SKC)

ED 289 648
RC 016 501

Anderson, Margaret A.; Kleinsasser, Audrey M.
Will It Play in Rural America? Staff Development Realities.
PUB DATE- Nov 87
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Gifted Children (New Orleans, LA, November, 1987). For related document, see ED 278 521.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; *Gifted; *Program Attitudes; Program Development; *Program Effectiveness; Program Evaluation; *Rural Schools; Secondary School Teachers; Small Schools; Special Education; Student Educational Objectives; Student Experience; *Teacher Attitudes

IDENTIFIERS- Kansas; *Uncertainty

General educators' perceptions, attitudes, and beliefs towards gifted learners and education of the gifted at both elementary and secondary levels in small, rural schools were examined. Eighteen teachers from a rural K-12 Kansas district having 518 students completed questionnaires during summer 1985 and during the 1985-86 school year, and the Gifted Education Attitude Assessment administered in May, 1986. Staff development activities were guided largely by incoming data. Researchers also observed classes with identified gifted students. Results showed that elementary teachers were unsure about the gifted program's effectiveness, its effect on students' educational experiences, its extensiveness, the adequacy of its goals and objectives, the number of students served, and the benefits to the regular classroom of having gifted students present. Generally, they felt that gifted children required special programming and would not initiate their own learning activities. In contrast, 50% of the secondary teachers held the opposite view. Over 80% of the secondary teachers were uncertain about, or disagreed with the view that being in the gifted program had been an effective educational experience for the students. Roughly 12% thought that the goals and objectives were adequate and required no change. Five recommendations, tables, references, and an annotated bibliography and resource list conclude the paper. (JMM)

ED 289 663
RC 016 530

Rucker, George; And Others
A Directory of Rural and Specialized Transit Operators. Volume 2: Central U.S. Systems.
Rural America, Inc., Washington, D.C.
SPONS. AGENCY- Department of Transportation, Washington, D.C.
REPORT NO.- DOT-1-86-27
PUB DATE- Jun 86
NOTE- 396p.; For other volumes, see RC 016 529-531.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; Agency Role; *Delivery Systems; Directories; *Disabilities; Elementary Secondary Education; Federal Aid; *Older Adults; *Rural Areas; *Transportation; Young Children
IDENTIFIERS- Private Transportation; Public Transportation; *United States (Central)

This 3-volume directory is the first comprehensive effort to identify Urban Mass Transportation Administration (UMTA) funded Section 18 and 16(b)(2) rural and specialized transportation agencies and describe characteristics of these systems: organizational structure, service characteristics, size, and areas served. Volume 2 contains listings for Region V (Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin); Region VI (Arkansas, Louisiana, New Mexico, Oklahoma, Texas); and Region VII (Iowa, Kansas, Missouri, Nebraska). Under regional and state headings, agencies providing transit systems are listed alphabetically according to funding source: Section 18, Section 16(b)(2), or other federal sources. Addresses and telephone numbers, names of counties served, numbers of vehicles and lifts in service, and number of trips made and clients served are provided for each agency. Data from individual agencies are summarized in state profiles, which are then combined into regional and national profiles. Volume 2 identifies a total of 1,760 organizations receiving direct or indirect UMTA funding. This includes 441 agencies funded under the Section 18 program and 1,319 agencies receiving assistance under Section 16(b)(2). (NEC)

ED 289 690
SE 048 775

Primary and Secondary Mathematics Education in China: Report of the ICTM China Mathematics Delegation (1987).
Southern Illinois Univ., Carbondale. Dept. of Curriculum, Instruction and Media.
PUB DATE- 87
NOTE- 54p.
AVAILABLE FROM- Mr. Jerry P. Becker, Curriculum and Instruction, Southern Illinois University, Carbondale, IL 62901-4610 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Cross Cultural Studies; Cultural Traits; Elementary School Mathematics; *Elementary Secondary Education; Enrichment; *Foreign Countries; Foreign Culture; Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Tests; *Secondary School Mathematics; Teacher Attitudes; *Teacher Education
IDENTIFIERS- *China; Illinois

This report details a visit to China by a delegation from the Illinois Council of Teachers of Mathematics. The 3-week visit included 14 schools in 8 cities. The report includes general impressions of the society, a description of the general educational system and a more detailed look at mathematics programs. The report discusses mathematics curricula at the primary and middle schools, as well as mathematics teacher preparation. The summary and conclusions section includes the following observations: (1) Chinese students try harder; (2) Chinese students spend more time in mathematics classes; (3) parents, teachers, and society in general expect more; and (4) Chinese teachers feel more positive about their jobs and their role in society. (PK)

ED 289 721
SE 048 806

Equity and Excellence. A Dual Thrust in Mathematics and Science Education. Model State Education Agency Efforts.

Council of Chief State School Officers, Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 87
NOTE- 35p.
AVAILABLE FROM- Council of Chief State School Officers, 379 Hall of the States, 400 N. Capitol St., NW, Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; *Equal Education; *Females; Interstate Programs; *Mathematics Education; *Minority Groups; Models; *Science Education; Secondary School Mathematics; Secondary School Science; *State Departments of Education; Teacher Improvement
IDENTIFIERS- *Excellence in Education

The shortcomings in elementary and secondary mathematics and science education have been the focus of numerous national reports calling for educational reform. In response to the recommendations contained in those reports, a variety of actions on the part of state education agencies (SEA) resulted. This document reviews the results of a project designed to explore successful approaches to major issues in the field, promote the participation of women and minority males into all mathematics and science initiatives, and promote exemplary action by selected SEAs, while encouraging other SEAs to adapt and adopt such actions. The major portion of this report addresses state actions aimed at integrating equity and excellence concerns through: (1) data collection; (2) teacher improvements; (3) curricular improvements; (4) enrollment; (5) policy; and (6) collaboration and information sharings. Included in the appendix are descriptions of selected model programs used by states. (TW)

ED 289 572
JC 880 035

Hall, Laura T.
Curriculum Study: Nursing Program for an Associate in Science Degree.
PUB DATE- 28 Jan 87

NOTE- 21p.; Graduate seminar paper, University of California, Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Associate Degrees; *College Curriculum; Community Colleges; Curriculum Guides; Degree Requirements; *Nursing Education; Required Courses; Two Year Colleges

A description is provided of the associate degree nursing curriculum at a hypothetical community college located in a residential community in California. After providing background on the college and a rationale for the provision of nursing education at the institution, the goals and objectives of the college and its department of nursing are outlined, including specific objectives for the associate degree in nursing (ADN) program. Following a description of the the students for whom the program is intended, an annotated list of the courses in the ADN program is presented, covering general college requirements, program prerequisites, and the semester-by-semester course sequence. The final sections outline procedures for implementing the new curriculum, evaluating the program, and revising the curriculum. (UCM)

ED 289 603
PS 017 037

Klein, Helen Altman
Temperament and Adjustment Relationship: Israeli and American Preschoolers.

PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Cross Cultural Studies; *Cultural Context; Cultural Differences; Cultural Influences; Day Care Centers; Early Childhood Education; Foreign Countries; *Personality; Personality Measures; *Preschool Children; *Social Values
IDENTIFIERS- Israel; United States

Forty caregivers in five child care centers in Israel and seven centers in the United States were asked to complete the Teacher Temperament Questionnaire about the children in their care. Total numbers of children participating were 108 Israeli children and 132 American children. Caregivers were first asked to describe an ideal child, and then to collect actual temperament ratings for children in the center. Caregivers also completed the Adjustment Ranking Scale to rank children on peer adjustment, adjustment to program, and adjustment to adults. Crosscultural differences were found in the ideals held by caregivers, and in temperament-adjustment relationships. In addition, reported actual temperaments of the children varied between the two groups and between genders. Data tables are provided. (PCB)

ED 289 619
PS 017 064

Perrez, Meinrad; Chervet, Claudine
Role de la famille dans le developpement des attributions causales et des convictions de controle. (The Role of the Family in the Development of Children's Causal Attributions and Locus of Control Convictions).
PUB DATE- Sep 86
NOTE- 13p.; Paper presented at the "Forum d'education familiale" (Mons, Belgium, September 2-4, 1986).
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Children; Daughters; *Family Environment; Family Role; Foreign Countries; Interpersonal Relationship; *Locus of Control; Mothers; *Parent Child Relationship; *Parent Influence
IDENTIFIERS- Switzerland

Results of a pilot study on the role of the family in the development of locus of control convictions and causal attribution tendencies are presented. Six mother-child dyads were observed in their natural surroundings. Mothers' verbal responses to their daughters' behavior were recorded and analyzed for content. Results showed (1) that causal interpretations of behavior were relatively widespread, and (2) that there were large interindividual differences in the number and quality of expressed causal attributions. Hypotheses concerning the effects on children are discussed. (PCB)

ED 289 737
SE 048 822

Iozzi, Louis A.
Science-Technology-Society: Preparing for Tomorrow's World. Teacher's Guide. A Multidisciplinary Approach to Problem-Solving and Critical-Thinking.
SPONS. AGENCY- National Energy Foundation, Salt Lake City, UT.
PUB DATE- Nov 87
NOTE- 40p.; For related documents, see SE 048 820-821.
AVAILABLE FROM- Sopris West, Inc., 1120 Delaware Ave., Longmont, CO 80501.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; *Decision Making; *Environmental Education; Logical Thinking; Problem Solving; Process Education; Questioning Techniques; Science Activities; *Science and Society; Science Education; Secondary Education; *Secondary School Science; *Social Studies; Teaching Methods; Technology

This teacher's guide was developed to assist teachers in supplementing junior high and high school science and social studies programs with a study of the relationships between science, technology, and society (STS). The program is intended to focus on the improvement of student knowledge about STS issues and the teaching of skills related to logical reasoning, critical thinking, problem solving and decision-making. The document contains major sections on: (1) science education for the 1980s and beyond; (2) preparing today's students for tomorrow's world; (3) the science-technology-society program (providing information on the audience, program usage, program objectives, theoretical basis, the development of mental structures, the development of thinking skills, the acquisition of knowledge and information, and the socio-scientific reasoning model); and (4) teaching approaches (including readings, development of critical thinking through reading, classroom discussion activities, questioning strategies, writing activities, dilemma discussions, and debates). (TW)

ED 289 751
SO 017 931

Filler, Louis
Crusade against Slavery: Friends, Foes, and Reforms. 1820-1860.
REPORT NO.- ISBN-0-917256-29-8
PUB DATE- 86
NOTE- 401p.
AVAILABLE FROM- Reference Publications, Inc., 218 St. Clair River Drive, Box 344, Algonac, MI 48001.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Civil War (United States); History Instruction; *Slavery; Social Change; Social Studies; *United States History
IDENTIFIERS- *Abolitionism; Historical Materials; *Reform Efforts

Throughout the colonial period and after the Revolutionary War slavery was accepted by most U.S. citizens as a normal and inevitable aspect of their affairs. This book traces the history of U.S. slavery from 1820 until the beginning of the Civil War period. Chapter 1 addresses the early establishment and challenges of slavery, while chapters 2 and 3 describe how abolitionists and reformers took increasingly rigid positions after 1820. The antislavery movement is further described in chapter 4, and slavery's effect on U.S. politics is highlighted in chapter 5. The social and religious movements' ramifications and debates are presented in chatper 6. The rise of political abolitionism is described in chapter 7, fugitive slave activity in chapter 8, the Compromise of 1850 in chapter 9, and the role of Kansas in the abolition struggle in chapter 10. The book concludes, in chapter 11, with an explanation of how the antislavery crusade moved from a reform effort to a revolutionary movement. A comprehensive, annotated bibliographical overview and bibliography are appended, and maps and photographs are included. (JHP)

ED 289 766
SO 018 362

DiMaggio, Paul
Managers of the Arts: Careers and Opinions of Senior Administrators of U.S. Art Museums, Symphony Orchestras, Resident Theaters, and Local Arts Agencies. Research Division Report #20.
National Endowment for the Arts, Washington, DC. Research Div.
REPORT NO.- ISBN-0-932020-50-X
PUB DATE- Sep 87
NOTE- 102p.
GRANT- NEA-02-4050-001
AVAILABLE FROM- National Book Network, Inc., 4720A Boston Way, Lanham, MD 20706.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Administration; Administrative Organization; *Administrator Education; Agencies; *Art; Career Ladders; Careers; Expectation; Museums; Orchestras; *Professional Development; Professional Occupations; *Rewards; Theaters; Training

This survey report provides information on senior administrators in four types of arts organizations: resident theaters, art museums, symphony orchestras, and community arts agencies. It examines: (1) their backgrounds and careers; (2) the rewards they receive from their work; (3) their expectations about future employment; (4) their training and their evaluation of it; and (5) their professional participation and attitudes on a number of management and policy issues. The study found that most administrators came from relatively privileged social backgrounds and were notably well educated. Administrators were initially recruited into their fields from various sources, many entering their fields immediately after completing their formal education. Arts administration careers lack the formal structure of most professions. A lack of resources and other more subjective rewards may lead to attrition among some directors and administrators. Administrators in all four fields believe their preparation could have been much better. It appears that arts administration is a term that describes not a single profession, but a family of occupations, each with its own labor market. Arts organizations face challenges in recruiting and retaining talented administrators. (SM)

ED 289 781
SO 018 607

Senen Gonzalez, Silvia N. de
Formacion de Formadores: Experiencias Institucionales en Planeamiento y Administracion de la Educacion. (The Formation of Educational Planners: Institutional Experiences in Planning and Administration for Education.
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
PUB DATE- Jul 87
NOTE- 91p.
LANGUAGE- Spanish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; Cooperative Planning; Cooperative Programs; Curriculum Development; Educational Assessment; Educational Cooperation; Educational Development; Educational Improvement; Educational Needs; Educational Objectives; *Educational Planning; Educational Policy; Foreign Countries; Higher Education; National Programs; *Needs Assessment; *Policy Formation; Program Development; *Program Evaluation; *Universities
IDENTIFIERS- Argentina; Brazil; Chile; Colombia; Costa Rica; Mexico; Venezuela

Information collected from interviews with 15 ministers of education and 30 program directors and researchers at 18 universities in Venezuela, Costa Rica, Chile, Mexico, Colombia, Brazil, and Argentina is used to study academic programs which prepare persons to be educational planners and administrators. Section one describes background information, institutional and program characteristics, staffing, program evaluations, and future expectations of the institutional programs. Section two reports on conclusions of the study in terms of the necessity for educational programs, objectives, programs' contents, students, themes, changes, resources, graduates, and the relationship of a university to a national planning office. Section three includes recommendations and proposals. Conclusions suggest serious deficiencies in educational planning and administration programs because of reduction in funding and lack of adequate financial sources. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) encourages interchange and cooperation among these countries to: (1) increase the quality of education for planners and administrators; and (2) develop new models of planning and administration management that are more flexible and democratic. Appendices present educational program information by country, by persons interviewed, and includes the questionnaire. (JHP)

ED 289 795
SO 018 705

Carson, Terrance R., Ed.; Gideonse, Hendrik D., Ed.
Peace Education and the Task for Peace Educators. A World Council for Curriculum and Instruction Monograph.
World Council for Curriculum and Instruction, Bloomington, IN.
PUB DATE- 87
NOTE- 106p.
AVAILABLE FROM- World Council for Curriculum and Instruction, School of Education, Bloomington, IN 47405 ($7.95 plus $1.00 postage).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Collected Works - General (020)
DESCRIPTORS- *Citizenship Education; *Conflict Resolution; Curriculum Development; Elementary Secondary Education; Feminism; Foreign Countries; Higher Education; International Education; *Peace; Womens Studies; *World Problems
IDENTIFIERS- *Peace Education; Philippines

The development of informed citizens who are dedicated to maintaining the public good through wise action is the goal of peace education. Ten articles in this document discuss the various issues surrounding peace education. The first two articles, by Ken Osborne and Nigel Young, set an historical and conceptual framework for the field of peace education. Robin Burns speaks of the challenge that peace education presents for conventional school organizations and curriculum. Virginia Cawagas writes of the recent events in the Philippines and of the role played by educators in bringing about political change. Jaime Diaz analyzes peace education in the context of both direct and structural violence. Birgit Brock-Utne directs the reader's attention to the historical and contemporary problems of structural violence experienced by women. Two articles by Mildred Masheder and Lennart Vriens focus on the world of children, and encourages parents and elementary school teachers to focus on peace education from the child's perspective. The final two articles, by John Hurst and Peter Scott, seek to develop a pedagogy for university peace education programs. Peace education goals are not modest and the a peace educator's task is not a small one. (SM)

ED 289 809
SO 018 775

Hicks, David W.
Studying Peace: The Educational Rationale. Occasional Paper No. 4. Revised Edition.
Saint Martin's Coll., Lancaster (England). Centre for Peace Studies.
REPORT NO.- ISBN-0-946357-06-4
PUB DATE- 86
NOTE- 37p.
AVAILABLE FROM- Information Officer, Centre for Peace Studies, St. Martin's College, Lancaster LA1 3JD, England.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Liberties; *Conflict Resolution; Cultural Awareness; Curriculum Development; Ecology; Foreign Countries; Global Approach; International Cooperation; *International Education; Natural Resources; *Peace; *Social Studies
IDENTIFIERS- *Peace Education; *United Kingdom

This paper seeks to clarify the current debate about studying peace in schools and classroom by exploring: (1) the breadth of concern encompassed by peace education; (2) the educational legitimation for studying peace and conflict in the classroom, and (3) curriculum implications of peace education. The problems of peace encompass violence and war, inequality, injustice, environmental damage, and alienation. At its 18th session held in Paris (1974), the United Nations Educational, Scientific, and Cultural Organization General Conference issued its "Recommendations Concerning Education for International Understanding, Co-operation and Peace." These recommendations listed the following major problems of humankind that students should study: (1) the equality of rights; (2) the maintenance of peace; (3) the insurance of human rights; (4) economic growth and social development; (5) the conservation of natural resources; (6) the preservation of human cultural heritage; and (7) the United Nations' role in solving such problems. The curriculum for peace education should sharpen awareness about the existence of conflict between people and nations, investigate the cause of conflict and violence, and encourage the search for alternatives. The curriculum should develop skills of critical thinking, conflict resolution, and political literacy. Attitudes to be developed include self-respect, respect for others, ecological concern, and commitment to justice. (SM)

ED 289 823
SP 029 606

Comparative Report of the Fees & Charges of Public Parks & Recreation Departments in Virginia 1987.
Virginia State Div. of Parks and Recreation.
PUB DATE- Oct 87
NOTE- 195p.; Prepared by Department of Conservation and Historic Resources, Division of Parks and Recreation.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Costs; *Fees; *Parks; *Recreational Facilities; Recreational Programs; *Recreation Finances
IDENTIFIERS- *Virginia

The Outdoor Recreation Resources section of the Virginia Division of Parks and Recreation has compiled in this document a variety of information on fees and charges in Virginia's many public leisure services programs. This information was generated from three surveys conducted in 1981, 1984, and the summer of 1987. By combining the previous data with 1987, the user has the opportunity to compare information, examine specific fees, and recognize trends. The data can be examined by locality (or agency) as well as by fee or program type. Part I of this document covers general information. Part II offers fees and charges classification--entrance, admission, rental, and user. The final section presents special services--entry fees, instructional classes, playgrounds/summer camps, and special events. (JD)

ED 289 839
SP 029 713

Freeze, Chester R.; And Others
Assessment of Performance in Teaching of Student Teachers.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Communication Skills; Higher Education; Observation; *Planning; Preservice Teacher Education; Student Teacher Attitudes; *Student Teacher Evaluation; Student Teachers; *Teaching Skills

The purpose of this study was to gather information on the strengths and needs of student teachers as measured by the Assessment of Performance in Teaching (APT) Instrument. Participants in the study were 194 student teachers, 19 university supervisors, 194 supervisory teachers, and 80 principals. During the semester three scheduled observations of student teacher modal demonstrations were carried out by trained observers using APT measures, and their ratings were compared to corresponding self-observations prepared by the observed student teachers using the same measures. The APT Instrument is divided into five performance dimensions: (1) planning activities; (2) fulfilling instructional responsibilities; (3) using professional classroom management techniques; (4) communicating acceptably; and (5) demonstrating a positive attitude toward students and learning. Each performance dimension was measured by eight to eleven observation statements. Ratings by both the trained and student observers in this study indicated that participants were competent in the five basic performance dimensions. In light of recent studies suggesting the need for better discipline, improved planning, and greater knowledge of subject matter, the study supported definite improvement in the basic preparation of student teachers. Written communication was the single most-missed performance dimension reported by observers and student teachers. (JD)

ED 289 855
SP 029 758

Cole, Donna J.; McCormick, Theresa
Infusion of International Perspectives into Undergraduate Teacher Education Programs.
PUB DATE- Nov 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Global Approach; Higher Education; *International Education; *Multicultural Education; Political Issues; Public Schools; *Teacher Education Curriculum; *Teacher Education Programs; World Problems

Addressing the need for greater global awareness, public school educators have begun the infusion of global education concepts, such as interdependence, culture, community, and change into the curriculum. Global issues and problems, unique and universal human values, the world economy, and international organizations are stressed in the content of a typical global education program. This paper summarizes two universities' deliberate movements toward developing international understanding in future teachers. An overview is presented of the efforts at Iowa State University to provide students with an education that engenders understanding and appreciation of global cultural, social, economic, and political differences. Specific aspects of infusion of an international perspective into the undergraduate teacher education program are discussed. In a discussion on the infusion of global awareness into the teacher education program at Wittenberg University (Ohio), descriptions are given of two courses: "International and Comparative Issues in Education" and "Multicultural Education: Toward a Cultural Pluralistic Perspective." It is suggested that teacher educators should encourage the adoption of state requirements for certification that include international/global education and extend the score of international education beyond cultural concepts to include political aspects also. (JD)

ED 289 871
SP 029 791

Kalliopuska, Mirja
The Relation of Empathy and Self-Esteem With Active Sporting.
PUB DATE- Jul 87
NOTE- 17p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokoyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assertiveness; *Athletics; Attitudes; Competition; *Empathy; Individual Development; *Self Esteem; *Sex Differences; *Team Sports
IDENTIFIERS- *Finland

This study surveyed the connection of empathy and self-esteem with active sporting. The subjects were 1,381 members of Finnish baseball teams between the ages of 8 to 16. The instruments used in testing the subjects were: (1) the modified Mehrabian & Epstein Empathy test (1972); (2) the Battle Self-Esteem Scale, Form B (1981); (3) the Coopersmith modified Self-Esteem Scale (23 items); (4) the Assertiveness Scale by Osborn & Harris (1978); (5) the Narcissism Scale by Emmons (1984); and (6) the Torrance Creativity Scale (Figural form). A questionnaire surveying interests and psychosomatic symptoms was also planned for the study. The findings indicated: (1) empathy as well as self-esteem and self-assertiveness seemed to increase statistically significantly with age; (2) girls were more empathetic and more sensitive than boys; (3) there were no differences according to sex in self-esteem; (4) the subjects became increasingly narcissistic and self-assertive but less sensitive with the years spent in active playing; and (5) no effect on total empathy scores was found, although self-esteem increased with the playing years. An analysis of these results is presented. (JD)

ED 289 885
TM 870 612

Measuring Teacher Attitudes toward Mainstreaming.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- [85]
NOTE- 3p.; An ERIC Digest published in the ERIC/TME Update Series.
CONTRACT- 400-86-0018
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attitude Measures; Disabilities; Educational Research; Elementary Secondary Education; *Mainstreaming; *Teacher Attitudes
IDENTIFIERS- Attitudes Toward Mainstreaming Scale; Education for All Handicapped Children Act; ERIC Digests; Stages of Concern Questionnaire

This brief overview discusses the rationale for measuring teachers' attitudes toward the mainstreaming of handicapped students into regular classrooms, as well as research findings on teacher attitudes. Two attitude tests, Berryman and Berryman's Attitudes Toward Mainstreaming Scale and Hall's Stages of Concern Questionnaire, are also briefly described. The identification of teacher attitudes is important because of the effects of teachers' expectations on students, as well as the relevance of teacher attitudes for evaluating program effectiveness. Teacher attitudes, both toward handicapped students and toward mainstreaming, can be measured by rating scales, interval scales, rank order, Q sorts, semantic differential techniques, sociometric techniques, adjective checklists, questionnaires, and interviews. Research shows that many teachers express negative views about handicapped students and mainstreaming, especially for emotionally disturbed and mentally retarded students. Both support services and teacher education are associated with more positive teacher attitudes. (GDC)

ED 289 899
TM 870 701

Frazer, Linda H.
Launching toward Success: The School-Community Guidance Center and the Transitional Academic Program. Evaluation, 1986-87.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-86-44
PUB DATE- Jul 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Delinquency; *Dropout Prevention; Dropout Programs; Guidance; *High Risk Students; Participant Characteristics; Program Evaluation; Remedial Instruction; *School Counseling; Secondary Education; Student Promotion; Transitional Programs; *Underachievement
IDENTIFIERS- *Austin Independent School District TX

Evaluations of two Austin (Texas) Independent School District (AISD) programs are contained in this report: (1) The School-Community Guidance Center (SCGC); and (2) The Transitional Academic Program (TAP). SCGC is a program serving incorrigible and delinquent students at two locations: the F. R. Rice Secondary School and the Travis County Juvenile Detention Center. A total of 993 students were served in 1986-87. Follow-up was made of the attendance, achievement, and drop-out rate of the 401 AISD students at Rice. At the end of the year 82% remained in school, and attendance at the home school increased, but only 38% had a passing grade-point average in the home schools. Project specialists provided these high risk students services in the area of school attendance, academic achievement, disruptive behavior, and contact with the courts. The report follows a question and answer format with both text and graphics utilized to report student characteristics and program results. The second program reported, TAP, served students referred for academic problems. These students needed to pass promotion requirements for grades seven and eight while also taking courses at higher levels. Two secondary schools (grades 7-12) were sites for this program. The total TAP enrollment during 1986-87 was 290 students. Students were assigned to TAP for one semester. Ninety percent of the students eligible for mid-year promotion were promoted. (MDE)

ED 289 913
TM 870 749

New Jersey Statewide Testing System: High School Proficiency Test, 1985-86. Technical Report.
New Jersey State Dept. of Education, Trenton.
PUB DATE- 86
NOTE- 49p.; Developed by National Computer Systems and Beck Evaluation & Testing Associates, Inc. For related documents, see TM 870 747-752.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Equated Scores; Graduation Requirements; High Schools; Item Analysis; Mathematics Tests; *Minimum Competency Testing; Pretesting; Reading Tests; *Scores; *State Programs; Statewide Planning; *Test Construction; Testing Programs; Test Items; *Writing Evaluation
IDENTIFIERS- New Jersey; *New Jersey High School Proficiency Test

This Technical Report provides descriptions and summary data that assist measurement specialists in assessing the procedures used in developing New Jersey's High School Proficiency Test (HSPT), the technical qualities of the tests, and the statewide results obtained from its use. The data summarized in this report were collected during the various phases of development of the third annual form of the New Jersey High School Proficiency Test (HSPT) during the 1985-86 school year. The HSPT is administered annually to all public school students in grade nine and constitutes a requirement for high school graduation. The three major data collection phases were Item Development and Review, Field Testing, and HSPT results. The first three sections of this report are organized according to these three phases. The fourth section describes the equating process used to link the HSPT back to the first administration of the test in 1984. The final section discusses the development and administration of the essay test, as well as the procedures for deriving the total writing test score. (KSA)

ED 289 928
UD 025 940

Thurston, Linda P.; Greenwood, Charles R.
Developing Survival Skills Workshops for Urban Women.
Kansas Univ., Lawrence. Bureau of Child Research.
PUB DATE- Jul 81
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Coping; *Daily Living Skills; *Economically
  Disadvantaged; *Females; Individual Development; Interpersonal
  Competence; Minority Groups; Mothers; *Program Evaluation; Social
  Services; *Urban Environment; *Workshops

Survival Skills for Urban Women is a series of 10 3-hour workshops designed for low-income minority women. The workshops cover the following topics: (1) assertiveness; (2) personal health; (3) nutrition; (4) money management; (5) child management; (6) legal rights; (7) self-advocacy; (8) crisis coping; (9) community resources; and (10) re-entry to the world of work and education. A total of 31 women participated in three survival skills training groups involved in three studies over a period of three years. The program was improved as 28 groups (over 300 women) were trained in the Kansas City (Kansas) area. Using evaluation measures of workshop unit tests, direct observations of participant behavior (studies 1 and 2 only), direct observations of facilitator behavior, take-home practice projects completed, and attendance at sessions, for process, outcome and participant satisfaction, it was demonstrated that the survival skills were effectively mastered and that improved versions of the program increased participants' application of the program content to their everyday lives. The program offers the opportunity for women to acquire key skills and to develop social networks, which guard against the isolation so common in urban environments. The model is being disseminated to community agencies that deal with women. Five tables and seven figures present definitions and statistical data. (VM)

ED 289 944
UD 025 957

Noncash Benefits. Methodological Review of Experimental Valuation Methods Indicates Many Problems Remain. Report to Congressional Requesters.
General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.
REPORT NO.- GAO/PEMD-87-23
PUB DATE- Sep 87
NOTE- 132p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (1-5 copies free; additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Assessed Valuation; Definitions; *Economic Status; *Federal Aid; Income; *Poverty; Welfare Recipients
IDENTIFIERS- *Noncash Benefits

Increasingly the poor have been receiving federal assistance through goods and services rather than cash. These goods and services have not been counted when measuring the income and poverty of the recipients. This report examines three proposals to change the manner in which poverty is measured. All include ways to calculate the value of noncash benefits. The examination of each proposal is based on the following five questions: (1) What is the basis for defining income?; (2) Are the methods valid?; (3) Do the values that are assigned actually represent the benefits that are received?; (4) What is the quality of the data and analytic procedures used to assess benefit values?; and (5) Are definitions used consistently across key steps of poverty measurement? It was found that changes in these factors could change the classification of a family's level of poverty. (VM)

ED 289 738
SE 048 823

Sheridan, Thomas B., Ed.; And Others
Human Factors in Automated and Robotic Space Systems: Proceedings of a Symposium (Washington, D.C., January 29-30, 1987).

National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- 87
NOTE- 465p.
CONTRACT- NASW-4071
AVAILABLE FROM- Committee on Human Factors, Commission on Behavioral and Social Sciences and Education, National Research Council, 2101 Constitution Ave., NW, Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; Computers; Computer Software; *Cybernetics; Decision Making; Expert Systems; Information Technology; Intelligence; *Man Machine Systems; Research; *Robotics; *Space Exploration; *Space Sciences; Technological Advancement
IDENTIFIERS- *National Aeronautics and Space Administration; Space Colonization; Space Travel

This document attempts to identify and promote human factors research that would likely produce results applicable to the evolutionary design of a National Aeronautics and Space Administration (NASA) national space station to be launched in the 1990s. It reports on a symposium designed to yield information applicable to future space systems. The opening session includes a keynote address by Allen Newell on "Human Factors Research for the NASA Space Station." Session one, "System Productivity: People and Machines," focuses on productivity in the space station. Session two, "Expert Systems and Their Use," discusses artificial intelligence systems in the space station and their uses. Session three, "Language and Displays for Human-Computer Communication," addresses some changes needed in human-computer interfaces and cognitive factors in software design and development. Session four, "Computer Aided Monitoring and Decision Making," discusses robustness and transparency of intelligence systems. Session five, "Telepresence and Supervisory Control," deals with research needs for teleoperation, telepresence and telerobotics for the evolving space station. Session six, "Social Factors in Productivity and Performace," includes discussions about social issues involved with life in a space station. Session seven, "The Human Role in Space Systems," discusses human roles and sharing tasks between people and computers. (CW)

ED 289 752
SO 017 935

Converse, Philip E.
V. O. Key, Jr., and the Study of Public Opinion.
PUB DATE- 31 Aug 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Comparative Analysis; Ideology; Philosophy; Political Attitudes; *Public Opinion; Social Science Research
IDENTIFIERS- Key (V O Jr)

The contributions of V. O. Key, Jr., to the field of public opinion studies is examined through reviews of issues and opinions contained in two of Key's books, "Public Opinion and American Democracy" and "The Responsible Electorate." Key is described as being much less concerned with what public opinion is than what it does in the area of public affairs. A description of the contents of "Public Opinion and American Democracy" is presented, and Key's interests concerning how politically influential persons shape public opinion and how this affects the formation of authoritative decision-making are highlighted. Key's interest in the role of the common man in the electorate process is described in "The Responsible Electorate," and comparisons of and a justification for the philosophical differences which appear in the two books are made. (JHP)

ED 289 767
SO 018 363

Ellis, Diane C.
Artists by Place of Residence: 1980.
Wordworks, Brunswick, MD.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Feb 87
NOTE- 714p.; For a related document, see SO 018 352.
CONTRACT- NEA-DCA-86-19
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Artists; Data Analysis; Data Interpretation; *Geographic Distribution; *Geographic Location; *Migration; *Place of Residence; Population Distribution; Research Projects; Research Reports; Residential Patterns; Surveys
IDENTIFIERS- Bureau of the Census; *Resident Places Survey

This report, based on data from the 1980 U.S. Bureau of the Census, examines the geographic locations of artists and summarizes the numbers of artists and their basic characteristics for each state and the major Standard Metropolitan Statistical Areas (SMSA). It also compares 1970 and 1980 populations of employed artists in each state and presents geographic movements of artists from 1975 to 1980, both regionally and into the major SMSAs. The data indicate that artists are concentrated in large metropolitan areas and that New York City and Los Angeles are the major artist centers. Artists average one percent of the U.S. civilian labor force, or 1 out of every 96 workers in the United States. Thirty percent live in California or New York compared to 18 percent of the general U.S. population. California ranks first in artist population, a position held by New York in 1970. Artists continue to move to the western and southern regions of the United States, shown in the increased migration figures from 1975 to 1980. Fifteen data tables are included. Appendices which make up the bulk of the report provide: (1) migration data by U.S. census geographic division, 1975-1980; (2) summary data on artists' residences for the states and principal SMSAs, 1980; and (3) artists' occupations and industrial classifications for the states and SMSAs. (JHP)

ED 289 796
SO 018 718

O'Reilly, Kevin; Splaine, John
Critical Viewing: Stimulant to Critical Thinking.
PUB DATE- 87
NOTE- 106p.; For the teacher's guide, see SO 018 719.
AVAILABLE FROM- Critical Thinking Press, 775 Bay Road, South Hamilton, MA 01982.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advertising; Athletics; *Concept Formation; *Critical Thinking; Documentaries; Films; Media Research; Models; Persuasive Discourse; Politics; Programing (Broadcast); *Skill Development; Television
IDENTIFIERS- Docudramas; Television News

This document is intended to improve the critical viewing skills and increase the understanding and appreciation of what is viewed. Included are the chapters: (1) "Critical Thinking: The Parts of an Argument," intended to develop a process to help a person judge arguments in what is read, seen, and heard; (2) "Critical Viewing: Concepts, Skills, and Models," focusing on the critical viewing concepts and skills needed to construct truth from the partial information depicted on television and providing models to help analyze the various television program types; (3) "Television News," providing activities to teach about necessary considerations to make when viewing the television news; (4) "Politics and the Media," discussing speeches, interviews, campaign ads, and debates as types of political communication and the effects of the various media on them; (5) "Documentaries, Docudramas, and Films," examining how each medium conveys important public issues; and (6) "Advertising, Entertainment Programs, and Sports," focusing on these media and reactions to them. A summary, an 85-item annotated bibliography, and a glossary are included. Student exercises are included in the chapters. (AEM)

ED 289 810

SO 018 780

Hicks, David W.
Teaching Nuclear Issues. Occasional Paper No. 10.
Saint Martin's Coll., Lancaster (England). Centre for Peace Studies.
REPORT NO.- ISBN-0-946357-21-8
PUB DATE- 86
NOTE- 44p.
AVAILABLE FROM- Information Officer, Centre for Peace Studies, St. Martin's College, Lancaster LA1 3JD, England.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disarmament; *International Relations; Nuclear Energy; *Peace; *Social Studies; World Affairs; *World Problems
IDENTIFIERS- *Nuclear Education; *United Kingdom

The nuclear debate is one of critical importance and should be explored as part of the school curriculum. The psychology of denying the issue of nuclear arms and the psychological effects of the arms race on children is examined in this paper. A number of topics that might be included in discussion of nuclear issues are the arms race, politics, superpowers, and disarmament. Fundamental concepts for teaching about nuclear weapons include: (1) the possible destruction of the planet; (2) the destructive capacity of nuclear weapons; (3) nuclear security as more than military security; (4) understanding deterrence; (5) the global scope of the problem; and (6) alternative policies. Students should be exposed to the major debates and viewpoints concerning defense and deterrence, and this may be done through government and community resources. Teachers must be aware of the obstacles to teaching about nuclear issues such as dealing with fear and prejudice, and children's fears concerning nuclear issues should be addressed. A list of key resources for teaching about nuclear issues is included. (SM)

ED 289 824
SP 029 609

Simmons, Joanne M.; And Others
Collaboration for the Improvement of Teacher Education (CITE) Project. Data Collection Plan & Instruments 1987-88/Year 3.
Eastern Michigan Univ., Ypsilanti.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 48p.
CONTRACT- 400-85-1052
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College School Cooperation; *Data Collection; Data Interpretation; Elementary Education; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Design; *Program Evaluation; Research Utilization; School Districts; Student Attitudes
IDENTIFIERS- *Collaboration for Improvement of Teacher Educ

The Collaboration for the Improvement of Teacher Education (CITE) Project, now beginning its third year, consists of a blocked semester of three courses--curriculum and methods, social aspects of teaching, and measurement and evaluation--and the related field experience activities occurring at the pre-student teaching level. Approximately 120 university students are involved. The innovation configuration for the overall CITE Project involves these components: (1) university-school districts collaboration in teacher education; (2) the appropriate use of research in teacher education courses; (3) the appropriate use of field experience within campus teacher education courses; and (4) the conceptual integration of pedagogical content across teacher education courses and between campus courses and field experience. This overview of the project presents detailed information on the development of CITE, project data collection plans, and evaluation design. Participant data collection instruments included in the report are: (1) student informed consent and information sheet: (2) student conceptual levels; (3) structured interviews; (4) written questionnaires; (5) student "think aloud" journals; and (6) student "think aloud" interviews. (JD)

ED 289 840
SP 029 714

Southwest Park & Recreation Training Institute 1987 Proceedings (32nd, Kingston, Oklahoma, February 1-4, 1987).
Texas Tech Univ., Lubbock. Dept. of Park Administration and Landscape

Architecture.
PUB DATE- Feb 87
NOTE- 63p.
AVAILABLE FROM- Southwest Park & Training Institute, PALA Dept., Texas Tech University, Lubbock, TX 79409 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Landscaping; Land Use; *Legal Responsibility; Ornamental Horticulture; *Parks; Program Development; *Recreational Facilities; Recreational Programs; Turf Management; Volunteers

In the first section of this report, summaries are presented of the papers delivered at the General Session of the meeting of the Southwest Park and Recreation Training Institute. The topics were: (1) Risk Aspect of Parks and Recreation; (2) All You Need To Know about Boards and Commissions, but Were Afraid To Ask; (3) Leadership and Organizational Structure; and (4) Murphy's Law of Thermodynamics and Other Rules for Dealing with the Real World. The rest of the report is comprised of 18 summaries of workshop topics that dealt with practical advice, anecdotes of the various problems faced by recreational directors, and suggestions for improving the appearance of parks and recreation areas. (JD)

ED 289 856
SP 029 759

Barger, Josephine C.; And Others
Are Beginning Teachers "Bottom of the Barrel"? An Institutional Study of the Academic Quality of Teacher Certification Graduates, 1982-1986.

PUB DATE- Feb 88
NOTE- 18p.; Paper presented at the Annual Conference of the Association of Teacher Educators (68th, San Diego, CA, February 13-17, 1988). For related document, see ED 268 093.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Beginning Teachers; Comparative Analysis; *Education Majors; Followup Studies; *Grade Point Average; Higher Education; Preservice Teacher Education; Teacher Certification; Teacher Employment

All graduates of Eastern Illinois University from 1982, 1983, 1984, 1985, and 1986 (n=9687) were compared on high school predictor scores (American College Testing--ACTs--and class ranks) and university grade point averages (GPA)--cumulative GPA, junior and senior GPA, and junior and senior GPA adjusted by removing professional education courses. Teacher certification graduates were found to be significantly inferior to non-certification graduates on all ACT scores, but significantly superior on all university grade point averages. These findings are supported by citations of similar research which has broader longitudinal and latitudinal dimensions. The findings of "A Nation at Risk" regarding the inferiority of beginning teachers are therefore rejected. (Author)

ED 289 872
SP 029 792

Evans, Blanche W.; Williams, Hilda L.

Aerobic Exercise Prescription for Rheumatoid Arthritics.

PUB DATE- [85]
NOTE- 20p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aerobics; *Exercise Physiology; Life Style; Physical Activities; Physical Health; *Program Effectiveness; *Therapy
IDENTIFIERS- *Rheumatoid Arthritis

The use of exercise as a general treatment for rheumatoid arthritics (RA) has included range of motion, muscular strength, water exercise and rest therapy while virtually ignoring possible benefits of aerobic exercise. The purposes of this project were to examine the guidelines for exercise prescription in relation to this special population and to determine the effects of a 12-week progressive, interval-type cycling program on physiological variables as well as perceived lifestyle changes in a small sample (n=4) of RA. Measures of physical work capacity (PWC), ratings of perceived exertion (RPE), blood pressure (BP), and flexibility were completed prior to and at completion of the exercise program. In addition, questionnaires concerning medical history and lifestyle were completed. After 12 weeks of internal cycling, significant improvements were noted. Blood pressure decreased substantially during work and RPE was lower. Changes in flexibility at the hip, knee and ankle were minimal. Lifestyle benefits included reduction in fatigue, less pain throughout the day, and a reduction in daily pain medication. In conclusion, the results from this small sample of RA suggests the possible benefits of land cycling for RA and the ability of this group of individuals to withstand the rigors of such a program. However, some additional questions regarding appropriate exercise testing and prescription for RA indicate the need for further research. (Author/JD)

ED 289 886
TM 870 613

Wildemuth, Barbara M.

Minimum Competency Testing and the Handicapped.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 83
NOTE- 3p.; An ERIC Digest published in the ERIC/TME Update Series.
CONTRACT- 400-86-0018
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Disabilities; Graduation Requirements; High Schools; *Legal Problems; *Minimum Competency Testing; Special Education; State Programs; Test Construction; *Testing Problems
IDENTIFIERS- ERIC Digests

This brief overview of minimum competency testing and disabled high school students discusses: the inclusion or exclusion of handicapped students in minimum competency testing programs; approaches to accommodating the individual needs of handicapped students; and legal issues. Surveys of states that have mandated minimum competency tests indicate that many states' requirements specifically mention provisions for handicapped students. The method of test administration is often modified, and should be based on the modifications indicated in the student's individualized educational program (IEP). Approaches which have been used by states include: (1) the exclusion of severely handicapped students; (2) use of different graduation requirements, such as completion of the IEP or a different weight for the test score; and (3) testing modifications which allow physically disabled students to complete the test, such as Braille editions. Legal problems may arise when certain students are not allowed to take the minimum competency test, and are therefore denied the opportunity to earn a diploma. Problems of discrimination may also arise if remedial instruction is not available to disabled students, or if evaluation standards are applied inconsistently within a state. (GDC)

ED 289 900
TM 870 702

Christner, Catherine; And Others
Testing Students for ECIA Chapter 1 Eligibility, 1985-86.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-85-01
PUB DATE- 85
NOTE- 21p.; Confidential test score information not included. For an earlier document, see ED 237 524.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Achievement Tests; *Admission Criteria; *Compensatory Education; Elementary Education; Minimum Competency Testing; *Screening Tests; *Testing Programs; Test Use
IDENTIFIERS- *Austin Independent School District TX; California Achievement Tests; *Education Consolidation Improvement Act Chapter 1; Tests of Basic Experiences

This manual outlines specific guidelines for testing students for Education Consolidation Improvement Act (ECIA) Chapter 1 eligibility in the Austin (Texas) Independent School District in 1985-86. Section 1 states that all students in Chapter 1 schools must be tested annually and must score at or below the 30th percentile for their grade level to qualify for Chapter 1. Section 2 gives instructions on preparing a roster for identifying Chapter 1 students, with a sample. Selection procedures to identify Chapter 1 students are listed in Section 3, and special testing instructions are given in Section 4. Section 5 provides general directions for administering the Tests of Basic Experiences-2 (TOBE-2) to kindergarten students attending Chapter 1 schools without a fall 1985 ITBS language score. General directions for administering the California Achievement Tests (CAT) are reviewed in Section 6. Section 7 is a sample form letter designed to inform school staff of Chapter 1 eligibility guidelines. A form to be used for communicating feedback about the manual is also provided. (KSA)

ED 289 914
TM 870 750

New Jersey Statewide Testing System: 1986-87 High School Proficiency Test. State Summary, Grade 9.
New Jersey State Dept. of Education, Trenton.
PUB DATE- Aug 87

NOTE- 99p.; Appended tables contain small print that may not reproduce well. For related documents, see TM 870 747-752.
AVAILABLE FROM- New Jersey Department of Education, 225 West State Street, CN 500, Trenton, NJ 08625.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Grade 9; Graduation Requirements; High Schools; *Mathematics Tests; *Minimum Competency Testing; *Reading Tests; School Districts; *Scores; *State Programs; State Standards; Tables (Data); Testing Programs; Trend Analysis; Urban Schools; *Writing Evaluation
IDENTIFIERS- New Jersey; *New Jersey High School Proficiency Test

This report presents tables summarizing test results statewide for ninth-grade students who took the New Jersey High School Proficiency Test (HSPT) in April, 1987. The HSPT consists of reading, writing, and mathematics sections, and must be passed as one of the requirements for a high school diploma. Data include percent passing, mean score, and score distribution categories. In addition, tables are included that compare student performance for District Factor Group (DFG), 56 Urban Districts, and Regional Curriculum Services Units. Finally, the report contains district-by-district and school-by-school results grouped by DFG. Results for each subject are compared to student performance in 1986 and to the base year for test administration. Results showed that the percent of students passing for 1987 was 91.0% in reading, 77.0% in mathematics, and 85.9% in writing. Statewide, the percentage of grade nine students who passed all three sections of the test was 70.6% compared to 61.5% in 1986. The greatest increase occurred for the percentage of students passing the writing test. In the urban districts, the percent of students who passed each section of the test continued to be lower than all the other districts. (KSA)

ED 289 929
UD 025 941

Magnet Schools: Information on the Grant Award Process. Briefing Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-88-20BR
PUB DATE- Oct 87
NOTE- 32p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free; additional copies $2.00 each; 25% discount on 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Differences; *Desegregation Methods; Elementary Secondary Education; *Evaluation Criteria; *Federal Aid; Federal Regulation; *Grants; *Magnet Schools; *Program Proposals; Public Schools

Magnet schools offer special courses of study in order to attract students of different racial backgrounds. The Magnet School Assistance Program was authorized by Congress to provide funds to school districts for planning and promoting magnet schools. Eligible school districts desiring such assistance submit annual applications to the Secretary of Education. These applications are reviewed, evaluated, and scored by a panel of experts. In 1987, as the program was being reviewed for reauthorization, a study was conducted to evaluate the grant award process. This document reports the results of that study. The inquiry centered around the following four questions: (1) What are the legislative, regulatory, and policy guidelines under which the grant award process operates? (2) What were the differences between the 1985 and 1987 grant award processes? (3) How were field readers selected to evaluate proposals? and (4) What were the 1987 field readers' views on the grant award process and suggestions for improvement? Responses to these questions are given and data are presented in seven tables and three figures. (VM)

ED 289 945
UD 025 959

Sharing Successes across Network Institutions. A Status Report 1986.
Appalachia Educational Lab., Charleston, W. Va.; Mid-Continent
  Regional Educational Lab., Aurora, CO.; North Central Regional
  Educational Lab., Elmhurst, IL.
PUB DATE- 86
NOTE- 280p.; For 1983 and 1984 reports, see ED 255 605-606.

LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Improvement; *Educational Innovation;
  Elementary Secondary Education; *Networks; Nonschool Educational
  Programs; *Program Development; Special Education; *Success; *Urban
  Education; Urban Schools

The Urban Education Network is a problem-solving effort designed to address educational problems facing urban educators. Representatives to the Network are drawn from urban school districts and state departments of education. They work together to strengthen school improvement efforts by sharing concerns, ideas, and educational practices. A number of programs are selected each year for inclusion in a Network status report. This report from 1986 presents program descriptions grouped under the following 16 content areas: (1) alternative and magnet schools; (2) arts education; (3) basic skills; (4) computer technology; (5) early childhood education; (6) effective schools/school improvement; (7) environmental education/science/social science; (8) gifted and talented; (9) institutional reports; (10) programs for students at risk; (11) school/business/community partnerships; (12) special education; (13) staff development; (14) testing/evaluation; (15) urban education/desegregation; and (16) vocational/career education. For each program the following information is provided: a brief description; staff size and composition; scope; number of individuals and schools served; evaluation reports and descriptive materials available; and an address to contact for further information. There is also an appendix in which exemplary projects are listed by state. (VM)

ED 289 782
SO 018 608

Seminario Regional para el Desarrollo de Materiales Educativos para la Paz (San Jose, Costa Rica, 27-31 de octubre de 1986). Informe Final (Regional Seminar for the Development of Educational Materials on the Theme of Peace--San Jose, Costa Rica, October 27-31, 1986. Final Report).
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
PUB DATE- Aug 87
NOTE- 39p.
LANGUAGE- Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Class Activities; Content Analysis; Course Content; *Curriculum Development; Curriculum Evaluation; Instructional Development; Instructional Materials; *Material Development; *Peace; Seminars; *Teacher Education
IDENTIFIERS- Argentina; Bolivia; Brazil; Chile; Colombia; Costa Rica; Ecuador; Guatemala; Honduras; Mexico; *Peace Education; Venezuela

In conjunction with United Nations Educational, Scientific, and Cultural Organization's 40th anniversary, 1986 was named the International Year of Peace. During 1986, UNESCO selected the theme "peace" as an education project to be undertaken in Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Honduras, Mexico, and Venezuela. The development of educational materials that would seek to emphasize new methods of teaching about peace, while emphasizing each country's economic, social, political, and cultural uniqueness, was stressed. Materials were produced by each country and a conference was convened to: (1) investigate, develop, apply, and evaluate the suggested materials and teaching methods; (2) improve teachers' knowledge and skills in relation to peace activities; and (3) stimulate peace awareness through specific daily activities. Results of the peace projects indicate an increased awareness of and interest in peace education and a desire to exchange materials, ideas, and teaching methods. Recommendations for future activities are described, and appendices include the conference program, a participant list, and welcoming speeches. (JHP)

ED 289 753
SO 017 949

Beresford, Jack; Ellis, Diane C.
Minorities and Women in the Arts: 1970. Research Division Report #7.
Data Use and Access Labs, Lanham, MD.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Jan 78
NOTE- 33p.; For the 1980 report, see SO 018 358; for another related document, see SO 018 352.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Art Activities; *Artists; Asian Americans; Blacks; *Females; *Minority Groups; *Salary Wage Differentials; Spanish Americans

In 1970 there were about 68,000 persons of minority, racial, and ethnic background who had occupations as actors, architects, authors, dancers, designers, musicians, composers, painters, scupltors, photographers, radio and television announcers, university teachers of art, music, or drama, and other types of artists and entertainers. In this report, the participation of women and minorities in artistic occupations is compared with their overall participation in the labor force. Also their earnings in each artistic occupation in 1969 are compared with their non-minority counterparts in the same occupation. Patterns of residence and migration are discussed. The data show that there were lower proportions of minorities and women in artistic occupations than in the total labor force in 1970; income levels for established minority artists were below the levels for established non-minority artists; and income for established women artists was less than half the income for established male artists. Eleven data tables and 3 figures are included in the report. (APG)

ED 289 825
SP 029 613

Carswell, Jim; Mateer, Anne
Summer Inservice Institutes: A Cooperative Training Model for School Districts.
Broward County School Board, Fort Lauderdale, Fla.
PUB DATE- 87
NOTE- 275p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Elementary Secondary Education; Exceptional Persons; *Inservice Teacher Education; *Institutes (Training Programs); *Program Design; Program Evaluation; School Districts; *Summer Programs

This training model outlines methods school systems can use to implement Summer Inservice Institutes for elementary and secondary teachers of regular and exceptional education students. Procedural information is included that explains the philosophy and assists in the initiation, supervision, evaluation and continuation of the Summer Institute staff development concept. The philosophy of Florida Summer Inservice Institutes is explained using the State Law/State Board Rules governing the training and evaluation requirements. The Broward Plan (1986) outlines the implementation of the district time line with examples that illustrate the coordination of each step from notification of entitlement through the final report. Exceptional Student Education (ESE) is used as an example of cooperation between the district and a department of diverse needs. The ESE plan (1986) is summarized while the ESE Plan (1987) contains handouts that relate to the September-August time line. The development, coordination and evaluation of three separate training programs is emphasized. The philosophy and process of Summer Inservice Institutes remains the same no matter which department is providing the training for teachers. Math, science, computer education, dropout prevention and exceptional student education are examples of the types of departments that are developing Summer Inservice Institutes training programs. (Author/JD)

ED 289 841
SP 029 715

The American Teacher 1987. Strengthening Links between Home and School. The Metropolitan Life Survey.

Harris (Louis) and Associates, Inc., New York, N.Y.
SPONS. AGENCY- Metropolitan Life Insurance Co., New York, N.Y.
PUB DATE- 87
NOTE- 123p.; For previous surveys, see ED 247 230, ED 268 076, and ED 283 781. Color graphs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Dropout Prevention; Elementary Secondary Education; *Family School Relationship; *Parent Attitudes; *Parent Participation; Parent Teacher Conferences; *Parent Teacher Cooperation; *Teacher Attitudes

A survey conducted in May and June of 1987 sought the opinions of parents and teachers on how they view one another's role and performance in the education of children. The survey also measured the extent to which they were in agreement or disagreement about ways to strengthen home-school links. The resulting data are based on interviews with 1,002 teachers and 2,011 parents with children in the public schools. Information is given on: (1) a profile of American parents with children in the public schools; (2) how parents and teachers view key aspects of home and school; (3) barriers to greater contact between home and school; (4) desired versus actual contact between home and school; (5) forging stronger links between home and school; (6) attacking two problems that need cooperation from home and school (children with problems and dropouts); and (7) teachers' job satisfaction connected to relations between home and school. Data are presented on tables and charts with narrative observations. The detailed survey methodology is provided in Appendix A. Appendix B includes the two survey questionnaires showing the marginal frequencies for all questions. (JD)

ED 289 857
SP 029 760

Uhlig, George; Haberman, Martin
A Study of Faculty Development Practices in Schools, Colleges and Departments of Education.
PUB DATE- Dec 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; *College Faculty; *Faculty Development; Higher Education; *Professional Development; *Teacher Educators; Teacher Improvement

Member institutions of the American Association of Colleges for Teacher Education were surveyed to determine the nature and extent of faculty development activities. Responding institutions placed 27 specific developmental activities in rank order. The top five items were a system of sabbaticals, teaching awards, peer review, professional travel, and the use of student ratings. The items ranked lowest included providing faculty help in developing new methods of teaching, improving faculty's existing methods of teaching, developing course syllabi, constructing tests, and providing guidance and counseling regarding new careers or career development. The use of microcomputers and issues related to certification are the most frequent subjects of workshops offered to faculty, while upgrading research skills and grant writing are the most infrequent topics. Low cost and traditional activities were reported most frequently. The assumption that professional educators are involved in faculty development activities that are adequate, or in any way imaginative, is not supported by this study. (Author/JD)

ED 289 873
SP 029 793

Student Teaching Handbook.
Marshall Univ., Huntington, W. Va.
PUB DATE- 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Student Teaching; Teacher Behavior; *Teacher Effectiveness; Teacher Employment; Teacher Responsibility; *Teacher Role; Teacher Student Relationship
The first section of this handbook for student teachers offers advice on the behavior and protocols that should be observed by a student teacher approaching the first assignment to a school. In the second, classroom techniques are discussed, e.g., communication with students, classroom discipline, and planning. The third section deals with personal and professional relationships with students, parent, peers, and superiors. In the final section advice is given on seeking employment. Appended are a section on associate teachers and the law and a mission statement from the College of Education, Marshall University (West Virginia). (JD)

ED 289 739
SE 048 824

Grandy, Jerilee
Ten-Year Trends in SAT Scores and Other Characteristics of High School Seniors Taking the SAT and Planning To Study Mathematics, Science, or Engineering. Research Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ETS-RR-87-49

PUB DATE- Oct 87
NOTE- 344p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *College Entrance Examinations; College Mathematics; College Science; Computer Science; Engineering Education; Higher Education; High Schools; Majors (Students); Mathematics Education; Minority Groups; *National Surveys; Science Education; *Secondary School Mathematics; *Secondary School Science; Sex Differences; Standardized Tests
IDENTIFIERS- *Scholastic Aptitude Test

This study analyzed data from the Scholastic Aptitude Test (SAT) taken by high school seniors between 1975 and 1986. Its purpose was to study trends in the numbers, test scores, and other characteristics of examinees planning to major in mathematics, science, and engineering, and to compare these data with comparable data from examinees planning to major in other areas. The major findings included: (1) the number of examinees planning to major in mathematics, science, and engineering increased until 1983 and has since declined; (2) examinees planning to major in mathematics, science, and engineering in 1986 obtained SAT Verbal scores averaging 19 points higher than the average for all examinees, although the means varied greatly depending upon the specific major field choice; (3) the average SAT Mathematics scores of examinees planning to major in mathematics, science, and engineering in 1986 were 38 points higher than the average for all test takers; (4) examinees intending to study pre-medicine, classics, comparative literature, philosophy, classical languages, Chinese, Latin, Russian, education of the gifted and talented, and mathematics education had higher means than those interested in mathematics, science, and engineering; (5) the Verbal and Mathematics scores of examinees interested in computer science have declined 26 and 40 points respectively in the last ten years; (6) there are still more males than females interested in mathematics, science, and engineering; (7) women planning to major in electrical, mechanical, and civil engineering have higher average SAT Mathematics scores than the men interested in these fields; and (8) mean SAT Mathematics scores of blacks planning to major in mathematics, science, and engineering have risen considerably over the past decade, especially among those planning to major in mathematics or statistics. (TW)

ED 289 768
SO 018 365

Ellis, Diane C.
The Distribution of Artists among Industrial Sectors.
Wordworks, Brunswick, MD.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Dec 86
NOTE- 44p.; For related document, see SO 018 352.
GRANT- NEA-DCA-86-19.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Artists; Comparative Analysis; Employment; *Industry;

Labor Force; National Surveys; *Occupations; Research Projects; Research Reports; *Statistical Distributions; Surveys
IDENTIFIERS- Bureau of the Census; Standard Industrial Classifications

In 1980 the civilian labor force included over one million artists. This report, based on data collected by the U.S. Bureau of the Census, contains a detailed analysis of the distribution of those artists among various types of industries. Artists were assigned to one of 230 detailed industry categories, based upon the 1972 Standard Industrial Classification System (SIC). In this document: (1) 12 broad industrial classifications are identified; (2) the 230 artist industry categories are grouped into 48 sectors; and (3) separate data are included for male and female artists. Comparative data are provided for the average number of both artists and non-artists who were employed in each of the 12 industrial groups during 1980. The results indicate that, while the entertainment and recreation industry had only one percent of the total U.S. employment, it accounted for 15 percent of the arts labor force. Artists were more likely to be associated with business services, professional services, and communications than others. They were less likely to be employed in: (1) finance, insurance, and real estate industries; (2) public administration; (3) wholesale trade; (4) agriculture; and (5) forestry and mining. Sixteen tables are contained in the report. Appendices include sources of information, source data for rankings of industry by sex, and source data for types of workplaces. (JHP)

ED 289 797
SO 018 719

O'Reilly, Kevin; Splaine, John.
Critical Viewing: Stimulant to Critical Thinking. Teacher's Guide.
PUB DATE- 87
NOTE- 34p.; For the student guide, see SO 018 718.
AVAILABLE FROM- Critical Thinking Press, 775 Bay Road, South Hamilton, MA 01982.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; *Critical Thinking; Instructional Effectiveness; Learning Activities; *Learning Strategies; Secondary Education; *Social Studies; Teaching Methods; *Television Viewing

The purpose of this guide is to implement the teaching of "Critical Viewing: Stimulant to Critical Thinking," a guide for students.

Part one of the guide is an overview of the organization, methodologies, and evaluation procedures used in "Critical Viewing." Suggestions and activities for teaching the six chapters in "Critical Viewing" are given in part two. These include: (1) methods for introducing students to the parts of an argument and identifying and evaluating evidence; (2) teaching suggestions for critical television viewing by students; (3) teaching strategies for student analysis of political speeches and debates; and (4) teaching methods for student evaluation of documentaries, advertising, and entertainment programs. The activities in part three may be appropriate for projects or research papers. They are designed for watching broadcast television, cable television, and programs on video cassette recorders and for watching films in movie theatres. The questions on cable television are designed to highlight the possible differences between broadcast and cable television. Part four is a guide to video resources. (SM)

ED 289 811
SO 018 790

Kraft, Richard F.
The Los Altos Writing Project.
PUB DATE- Sep 86
NOTE- 55p.; Some illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Content Area Writing; Creative Writing; Curriculum Guides; Descriptive Writing; Essays; *Instructional Materials; Interdisciplinary Approach; Research Papers (Students); *Social Studies; *Writing (Composition); Writing Evaluation; Writing Exercises; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Journal Writing; *Writing to Learn

The intent of this guide is to encourage teachers to have students write, both formally and informally, on a systematic basis. Three types of writing are emphasized: (1) journal writing; (2) research paper writing; and (3) essay writing. The section on journal writing includes a handout for the class explaining the purpose for journal writing and procedures to be followed in keeping a class journal. Different procedures for maintaining the journal and guidelines for journal writing are included in this section. The use of learning logs to improve learning in all subjects is discussed, and suggested writing topics for students are provided. Standards for writing research papers are outlined in the next section. Examples of the title page, topic outlines, brainstorm outlines, table of contents, end notes, and bibliography are provided for distribution to students. An evaluation sheet and procedures for teaching research writing are detailed. The section on essays includes activity sheets for writing essays on several different English/social studies topics, including Ralph Waldo Emerson, Huckleberry Finn, Social Darwinism, the roaring twenties; and technological change. Also, rubrics for grading essays are explicated. (SM)

ED 289 887
TM 870 614

Coburn, Louisa
Student Evaluation of Teacher Performance.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 3p.; An ERIC Digest published in the ERIC/TME Update Series.
CONTRACT- 400-83-0015
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Faculty; Evaluation Problems; *Evaluation Utilization; Higher Education; Reliability; *Student Evaluation of Teacher Performance; Validity
IDENTIFIERS- ERIC Digests

Research on student evaluation of college teachers' performance is briefly summarized. Lawrence M. Aleamoni offers four arguments in favor of student ratings: (1) students are the main source of information about the educational environment; (2) students are the most logical evaluators of student satisfaction and effectiveness of course elements; (3) the student-teacher communication involved raises the level of instruction; and (4) use of student ratings by other students in course selection may increase the possibilities that excellence in instruction will be rewarded. Although faculty have expressed concern about the ratings being measures of popularity, research indicates that students can effectively discriminate between teaching effectiveness and other affective dimensions. Research does not support strong relationships between teacher ratings and student grades, while research on the effect of class size is inconclusive. It is noted that design of the rating forms should consider the purpose of the evaluation (formative or summative); that the ratings should be administered by appropriate departments; and that a summary of results should be available quickly. In general, individual respondents' comments should not be published. (GDC)

ED 289 901
TM 870 703

Heimlich, Joe E.; Van Tilburg, Emmalou
Rural Economics: Farmers in Transition. Preliminary Assessment of Dislocated Farmer Assistance Program.
PUB DATE- 31 Oct 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Counseling; Adult Education; Adults; *Career Counseling; *Extension Agents; *Farmers; *Farm Occupations; Interviews; Job Skills; *Occupational Information; Off Farm Agricultural Occupations; Program Evaluation; Questionnaires; Rural Economics; Rural Farm Residents; Surveys
IDENTIFIERS- Cooperative Extension Service; Focus Groups Approach; Ohio; *Rural Economics Farmers in Transition

Rural Economics: Farmers in Transition (RE:FIT), the Dislocated Farmer Assistance Program in Ohio, was designed to help farm families assess their skills and interests in nonfarm employment. The processes used by agents in counseling families were evaluated. The program was designed by personnel of the Ohio Cooperative Extension Service (OCES) to offer direct assistance to farm families through the services of trained agents. OCES agents developed materials to facilitate: (1) accepting the situation; (2) understanding transferrable skills; (3) realizing interests comparable to farming; and (4) exploring career and job options. Agents received intensive training in data collection, counseling families, and referral. Instruments to gather baseline data, to record interviews, and to make pre-post test comparisons were developed by OCES personnel. Two of those instruments, a preliminary discussion form and a log sheet, are included as appendices to the report. Assessment of preliminary data from 28 farm families shows that self-assessment and counseling had an impact on farm families, and that there is a need for further training of agents. (MDE)

ED 289 915
TM 870 751

New Jersey Statewide Testing System: 1986-87 High School Proficiency Test. State Summary, Grade 10.

New Jersey State Dept. of Education, Trenton.
PUB DATE- Aug 87
NOTE- 98p.; Appended tables contain small print that may not reproduce well. For related documents, see TM 870 747-752.
AVAILABLE FROM- New Jersey Department of Education, 225 West State Street, CN 500, Trenton, NJ 08625.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Grade 10; Graduation Requirements; High Schools; *Mathematics Tests; *Minimum Competency Testing; *Reading Tests; School Districts; *Scores; *State Programs; State Standards; Tables (Data); Testing Programs; Trend Analysis; Urban Schools; *Writing Evaluation
IDENTIFIERS- New Jersey; *New Jersey High School Proficiency Test

This report summarizes test results statewide for tenth-grade students who took the New Jersey High School Proficiency Test (HSPT) in April, 1987. The HSPT consists of reading, writing, and mathematics sections, and must be passed as one of the requirements for a high school diploma. The tenth-grade students who were tested consisted of students who previously did not pass one or more sections of the test, and newly-enrolled tenth graders who did not attend a New Jersey public school as ninth graders. Results for each subject are presented, along with tables that show student performance for District Factor Group (DFG), 56 Urban Districts, and Regional Curriculum Services Units. Finally, the report contains district-by-district and school-by-school results grouped by DFG. Because 1987 was the first year the HSPT was administered to tenth graders, comparison cannot be made with performance from previous years. The percent passing for all tenth-grade students tested was 78.6% in reading, 64.6% in mathematics, and 73.5% in writing. Statewide, the percent of tenth-grade students tested who passed all three sections of the test was 59.2%. (KSA)

ED 289 930
UD 025 942

Rosenblum, Sheila; Firestone, William A.
Alienation and Commitment of High School Students and Teachers.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 21 Apr 87
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alienation; Attachment Behavior; Educational Environment; High Schools; *High School Students; Relevance (Education); *School Effectiveness; *Secondary School Teachers; *Urban Education

IDENTIFIERS- *Commitment

The extent, nature, and sources of alienation among students and teachers in high school are being examined at two inner city comprehensive high schools in each of five large urban districts. Research methods include interviews with staff (over 300 individuals) and collection of statistical data. A conceptual framework for studying these issues is presented and the data collection procedures are discussed. Three types of teacher commitment and two types of student commitment have been found. Interrelationships between teacher commitment and student commitment have been uncovered. Correlates and results of this ongoing study are presented in figures, charts, and tables. Emerging themes in student and teacher commitment are listed. General preliminary findings suggest the following: (1) the district context influences student and teacher commitment; (2) there is an interplay between student and teacher commitment; and (3) a variety of school factors influence the interaction between teachers and students. (VM)

ED 289 946
UD 025 960

Partnerships for the Future: Business-Education Partnerships in New York State.
New York State Education Dept., Albany.; Public Policy Inst., Albany, NY.
SPONS. AGENCY- Xerox Corp., Rochester, N.Y.
PUB DATE- Oct 87
NOTE- 47p.; This project was funded in part from a grant from the Regional Learning Laboratory for Educational Improvement.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Responsibility; Community Cooperation; *Cooperative Programs; Educational Improvement; *Employment Experience; *School Business Relationship; School Support
IDENTIFIERS- *New York; *Partnerships

The growing demands for educational improvements must be addressed by all segments of the community. The business sector can meet its part of this responsibility through business-education partnership programs. This document is a guide for businesses or schools interested in beginning such a partnership. It is also a descriptive listing of partnership programs in the State of New York. The guide gives information on the following topics: (1) why business is concerned with education; (2) cooperation between business and education; (3) how to start partnerships; (4) the benefits of partnerships; and (5) differences between the way businesses and educational institutions are run. Thirty-seven partnerships that have been innovative and successful are profiled. A list of resources supplying names and addresses of partnership programs, support organizations, and suggested readings concludes the document. (VM)

ED 289 783
SO 018 609

Consulta regional sobre investigacion en educacion y toma de decisiones en America Latina: Informe final (Lima, Peru, 11-15 de mayo de 1987) (Regional Meeting on Research in Education and Decision Making in Latin America: Final Report [Lima, Peru, May 11-15, 1987]).

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
PUB DATE- Jun 87
NOTE- 97p.
LANGUAGE- Spanish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Decision Making; Educational Administration; Educational Planning; Educational Policy; *Educational Research; Foreign Countries; Research Projects
IDENTIFIERS- *Caribbean; *Latin America

This report presents the highlights of a United Nations Educational, Scientific, and Cultural Organization (UNESCO) conference that was convened to give impetus to and encourage research programs, to analyze research policy formation, and to establish research priorities in the field of educational planning and administration. The document includes a description of the development and results of a questionnaire designed to obtain information on educational decision making, policy, and research in Latin American and Caribbean countries. Part 1 describes the conference format and program. Part 2 presents participant countries' national educational research efforts and experiences, and part 3 discusses the principal conference conclusions and recommendations. Appendices include: (1) a list of participating countries and participants; (2) a list of the presented papers; (3) three speeches delivered at the opening session; and (4) the conference agenda. (JHP)

ED 289 754
SO 017 974

Susan B. Anthony Birthday Celebration Kit.
Michigan State Dept. of Education, Lansing. Office for Sex Equity.

PUB DATE- Jan 80
NOTE- 47p.
AVAILABLE FROM- Office for Sex Equity, Michigan Department of Education, P.O. Box 30008, Lansing, MI 48909 (Attention: Kit).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Rights; Class Activities; Educational Games; Elementary Education; Instructional Materials; Puzzles; *Sex Bias; Sex Discrimination; *Social Studies; *United States History; *Womens Studies
IDENTIFIERS- *Anthony (Susan B)

This kit was developed as a resource for teachers who wish to supplement their curriculum with activities designed to highlight the contributions to women to U.S. history. Section one contains 11 activities focusing on the life of Susan B. Anthony. The activities were designed to be used in different curriculum areas or independently. In activities focusing on the Susan B. Anthony coin, students are taught to make change and to recognize this coin. Language activities include a crossword puzzle, various types of word puzzles, and letter scrambles. The Anthony trial is highlighted through suggestions for the enactment of a mock trial and an account of the Anthony trial proceedings. Section two is a reference section that contains a background reading for the teacher, along with additional biographical references, and an additional list of suggested activities for classroom, library, and discussion. Appended are keys for the activities. (SM)

ED 289 826
SP 029 614

Grunewald, Robert N.
A Model for Applying Knowledge to Practice in Education.
PUB DATE- 2 Oct 87
NOTE- 18p.; Paper presented at the American Educational Studies Association (Chicago, IL, November 8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Concept Formation; *Educational Environment; *Educational Practices; Elementary Secondary Education; Fundamental Concepts; *Organizational Climate; School Community Relationship; Teacher Attitudes; *Theory Practice Relationship

A model is proposed for facilitating the application of knowledge to practice in education, constructed around a theory of the use of concepts in the various contexts of professional practice. A definition of the term "educational practice" as it is generally understood is followed by a discussion of concepts as instruments for developing educational theory. The model illustrates a range of contexts within which practical activity occurs, and describes the following relevant contexts: (1) the teacher as an individual; (2) the teaching/learning activity as it occurs in the classroom; (3) the larger context of the school; (4) the professional practice as it occurs within the context of a local educational authority or agency; (5) the context of more formal knowledge; and (6) the context of the wider society. A discussion is presented on how concepts function in the consideration of operational theory in a range of contexts. (JD)

ED 289 842
SP 029 717

Sherrill, Claudine, Ed.
Leadership Training in Adapted Physical Education.
REPORT NO.- ISBN-0-87322-101-X
PUB DATE- Jan 88
NOTE- 512p.
AVAILABLE FROM- Human Kinetic Publishers, Inc., Box 5076, Champaign, IL 61820 ($38.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Adapted Physical Education; Ancillary School Services; *Delivery Systems; Higher Education; *Leadership Training; *Physical Education Teachers; Program Development; *Teacher Education; Trend Analysis

This text explores new directions in teacher training and service delivery and is designed to help shape the future of adapted physical education as a discipline and as a profession. It provides a comprehensive overview of the history and philosophy of the field, discussions on future trends, and ideas on current issues in adapted physical education. Topics covered include: (1) leadership training; (2) advocacy; (3) legislation; (4) writing grants; (5) serving in professional organizations; (6) publishing articles; (7) conducting research; (8) developing graduate curricula; and (9) providing in-service training. The text is divided into three parts: (1) Foundations of Adapted Physical Education Teacher Training; (2) Service Delivery in the Public Schools: Functions of the Adapted Physical Education Specialist; and (3) Adapated Physical Education Teacher Training Approaches, Programs, and Pedagogies. (JD)

ED 289 858
SP 029 761

Ward, Cynthia A.; And Others
A Rural State's Future: Issues and Solutions for Teacher Supply and Demand in Mississippi.
Mississippi State Dept. of Education, Jackson.
PUB DATE- 87
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Employment Patterns; Minority Group Teachers; *Teacher Certification; *Teacher Shortage; *Teacher Student Ratio; *Teacher Supply and Demand; *Trend Analysis
IDENTIFIERS- *Alternative Teacher Certification; Mississippi

This study examines the issues of teaching out-of-field and the issuance of emergency certificates in Mississippi school districts as well as student-teacher ratios in schools and the problem of a shortage of minority teachers. The implications inherent in these issues are discussed along with recommendations for solutions to the problems. Data collected from a survey of the schools are presented in tables and charts. Six tables and 12 graphs are included. (JD)

ED 289 874
SP 029 798

Seefeldt, Vern, Ed.
Physical Activity & Well-being.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
REPORT NO.- ISBN-0-88314-335-6
PUB DATE- 86
NOTE- 510p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publications, P.O. Box 704, Waldorf, MD 20601 ($29.95).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Delivery Systems; Disabilities; Elementary Secondary Education; *Physical Activities; *Physical Development; *Physical Health; *Psychological Needs; Psychomotor Skills; Well Being

This book reviews evidence in the biological and behavioral sciences relating physical activity to human well-being. The following articles are included: (1) "Physical Growth and Maturation" (Robert M. Malina); (2) "Acquisition of Motor Skills During Childhood" (John L. Haubenstricker and Vern D. Seefeldt); (3) "Development of Sensory-Motor Function in Young Children" (Harriet G. Williams); (4) "Memory Development and Motor Skill Acquisition" (Jerry R. Thomas and Jere Dee Gallagher); (5) "Physical Activity and the Prevention of Premature Aging" (Waneen W. Spirduso); (6) "Physical Activity and Body Composition" (Pat Eisenman); (7) "Neuromuscular Adaptations to High-Resistance Exercise" (Gary Kamen); (8) "Menstruation, Pregnancy, and Menopause" (Christine L. Wells); (9) "Nutrition and Ergogenic Aids" (Emily M. Haymes); (10) "Cardiorespiratory Adaptations to Chronic Endurance Exercise" (Russell R. Pate and J. Larry Durstine); (11) "Mental Health" (Rod K. Dishman); (12) "Social Development" (George H. Sage); (13) "Moral Development" (Maureen R. Weiss and Brenda Jo Bredemeier); (14) "Disabling and Handicapping Conditions" (Alfred F. Morris); (15) "Cardiorespiratory Diseases" (Patty S. Freedson); (16) "Metabolic Disease: Diabetes Mellitus" (Kris Berg); (17) "The Relation of Movement and Cognitive Function" (Jerry R. Thomas and Katherine T. Thomas); and (18) "Effects of Physical Education Programs on Children" (Paul Vogel). (JD)

ED 289 947
UD 025 961

Ascher, Carol
Chapter 1 Programs: New Guides from the Research.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ERIC/CUE-TIS-7
PUB DATE- Dec 87
NOTE- 32p.
CONTRACT- OERI-400-86-0015
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Elementary Secondary Education; Eligibility; *Federal Programs; Guidelines; *High Risk Students; Poverty; Program Evaluation; Program Improvement; Remedial Instruction; Research Utilization
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This document reviews the range of findings contained in 10 recently commissioned reports on how Chapter 1 programs are implemented and how successful they are in increasing the achievement of disadvantaged students. Although the conclusions of the reports are not the same, there are some developing consensuses. Findings are discussed in the following areas: (1) how are recipients of Chapter 1 services selected? (2) do those who most need the services receive them? (3) among the program structures that have been used (pull-out, add-on, in-class, and replacement) are there reasons to choose one over another? (4) which instructional strategies are used (mastery learning, higher order thinking skills, and computer education), and are they effective? (5) how have parents participated in the programs and are there new ways for them to become involved? and (6) does compensatory education increase achievement? It is concluded that the success of the programs has been mixed in all of the areas listed above. It is clear that low-achieving students need some type of help, but there are some serious problems with Chapter 1 in the following areas: (1) it is not enrichment since it takes students away from other instruction; (2) there are inefficiencies in grouping and regrouping students during the day; and (3) the teaching of Chapter 1 students lags behind research findings on equity and pedagogy. A list of the 10 studies reviewed and 93 endnotes are included. (VM)

ED 289 769
SO 018 389

Johnson, Janice E. Sims
Music in the Creative Lifestyles of the Elderly.
PUB DATE- 85
NOTE- 138p.; Master's Thesis, Norfolk State University, VA.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Lifelong Learning; *Life Style; Models; *Music; *Music Activities; Music Education; Musicians; Music Teachers; Music Therapy; *Older Adults; Research Projects; Research Reports; Teacher Education

Music activities for the elderly can stimulate creativity and help develop independence, self-confidence, and a sense of accomplishment. This study includes: (1) an attempt to learn the uses of music by and for older adults through an exploration of programs and activities that either have been or currently are being implemented; (2) an examination of the need to develop more music programs that could be incorporated into the daily life styles of the elderly; and (3) an examination of the effect of these programs on the educational needs of future music teachers. This thesis attempts to dispel myths associated with older adult learning ability, memory, and self-concept and summarizes the importance of lifelong education. Formal and informal music programs, the role and activities of retired music educators, and the continuing creativeness of specific elderly performers are examined in order to develop an understanding of older adult musical abilities. Model music programs are developed and each program's format contains a description of objectives, materials, activities, and teaching methods. Rationale and procedures for program evaluation and guidelines for music educators are described. Currently available resources are listed in an appendix, and a bibliography identifies 166 sources. (JHP)

ED 289 784
SO 018 638

Oswald, James M.
Vegetarian Footwear.
PUB DATE- [87]
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Consumer Education; Leather; Podiatry; Practical Arts; Purchasing; Safety
IDENTIFIERS- *Shoes; *Vegetarianism

Although going barefoot is the easiest way for a vegetarian to deal with the problem of footwear, it is an impractical solution for those who are faced with harsh weather conditions. There are many nonleather, natural, and synthetic man-made material sandals, boots, and shoes. For the person who needs foot protection, there is a company that has designed a boot that costs one-half its leather counterpart with twice the durability. The footwear needs of an individual who works in a contemporary business or office setting can be met by a canvas and rubber shoe that performs excellently and looks good at one-sixth the cost of its leather counterpart. A more widely available shoe for less formal purposes is the open weave, mesh top shoe, which comes in three colors and is practical in terms of wearability, style, and cost. Sandals are internationally popular, simple, inexpensive, and cool in hot climates. There are many varieties of sandal, from synthetic rope soles and straps, tire-tread soled sandals, Japanese wooden sandals, which are relatively easy to make, to the form-fitting wooden sandals of India which are more difficult to construct. Also in vegetarian India there are water buffalo hide sandals, the leather for which is obtained from animals that died naturally because of age or disease. Other popular styles are plastic Chinese sandals, thongs, and garden togs. The Mongolian felt footwear is warm and practical if worn indoors or inside other shoes meant to be worn outdoors. (AEM)

ED 289 798
SO 018 721

Johnson, Eric S.
Value Added: A Case Study of a Geography Course.
PUB DATE- [87]
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Climate; Geography; Geography Instruction; Higher Education; *Pretests Posttests; *Program Evaluation; Social Studies; *Testing; Testing Problems; *Weather
IDENTIFIERS- *Value Added Testing

In recent years, assessment of what is actually learned or accomplished in a college career has gained increasing attention. An instructor of a weather and climate geography course at Illinois State University constructed a 25-question multiple choice test in order to develop a method of assessing what his students learned during the course. The tests were administered to each section of the course on the first day of classes and again on the last day of classes. Because not all students who ultimately enrolled were present on the first day and not everyone bothered to attend on the last day, out of a possible 396 students, only 143 took both the pre-test and the post-test. For the pre-test, the mean was 23.6, illustrating little knowledge of weather and climate. For the post-test the mean was 43.5. Before-and-after testing may prove the worth of a course or program, but there are problems. Due to enrollment procedures used at many universities, it will always be difficult to test everyone. The second problem is student motivation in taking such tests. At the present time, the test scores are not considered in a student's grade; thus there is no real motivation to do well on them. (SM)

ED 289 812
SO 018 802

Bennack, Frank A., Jr.
The American Public's Knowledge of the U.S. Constitution: A National Survey of Public Awareness and Personal Opinion. A Hearst Report.
Research and Forecasts, Inc., New York, N.Y.
SPONS. AGENCY- Hearst Corp., New York, NY.
PUB DATE- 14 Feb 87
NOTE- 43p.; Report presented at the Midyear Meeting of the National Conference of Bar Presidents (New Orleans, LA, February 14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Civil Liberties; *Civil Rights; *Constitutional History; *Constitutional Law; Court Role; Federal Government; Governmental Structure; National Surveys; Presidents of the United States; *Public Opinion; Social Science Research
IDENTIFIERS- Supreme Court; *United States Constitution

The goal of the Hearst survey was to measure the public's knowledge of the U.S. Constitution. This report is divided into three sections: (1) a report on the survey in the form of an address to the National Conference of Bar Presidents; (2) the survey findings; and (3) the survey methodology. The survey itself, in which 1,004 respondents were interviewed by telephone, contains four parts. The first group of questions, found in part 1, was designed to determine the public's understanding of the Constitution's origin. Only 54 percent knew the purpose of the original U.S. Constitution was to create a federal government and define its powers. Twenty-six percent believed the document's purpose was to declare independence from England. Only 40 percent knew the Bill of Rights is comprised of the first 10 amendments to the original Constitution. Part 2 of the survey explores the U.S. public's knowledge of the presidency and the Supreme Court. The public tends to overestimate the domestic powers of the country's chief executive. Six in 10 U.S. citizens knew that the Supreme Court is the final authority on the interpretation of the Constitution. Part 3 documents the public's understanding of individual rights embodied in the Constitution. U.S. citizens demonstrate a clear understanding of the criminal justice system. Part 4 of the survey was devoted to public opinion on constitutional issues. The public is willing to support constitutional changes; however, those persons who are most knowledgeable about the Constitution are least likely to support change. The Hearst survey indicates that without adequate factual or conceptual knowledge of the U.S. Constitution, the public cannot fully understand the constitutional issues debated in courts of law. The responses to each of the questions are illustrated in part 2 of the document, and part 3 outlines the methodology used to analyze the data. (SM)

ED 289 888
TM 870 650

Lynch, Kathleen Bodisch
Practices in Educational Program Evaluation, 1980-1983.

PUB DATE- Apr 87
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Practices; *Effect Size; Evaluation Criteria; Evaluation Methods; Federal Government; National Surveys; Program Content; *Program Effectiveness; Program Evaluation; *Program Proposals; *Program Validation; Success; *Validated Programs
IDENTIFIERS- Department of Education; *Joint Dissemination Review Panel

Current practice in educational program evaluation was examined through analyses of 232 reports submitted, from 1980 to 1983, by institutions seeking approval for their programs from the U.S. Department of Education's Joint Dissemination Review Panel (JDRP). The JDRP reviews these reports to determine whether educational programs have demonstrated that they are effective. This study also examined how evaluation methods differed for programs which were approved or not approved by the JDRP during this time period. Certain features were found more often in programs approved than those not approved. These included: (1) the presence of an independent evaluator affiliated with a research firm; (2) the use of more than one evaluation design; (3) the absence of obvious errors in data analyses; and (4) the implementation of evaluation designs of high quality. Features of the educational programs and their evaluations were documented through content analyses. Descriptive profiles were developed for the entire sample, as well as the subsamples of approved and not-approved programs. Regression analyses were used to relate differences in evaluation methodology to differences in the programs' effect size. The appended tables include summary data on program content, approvals, grade level, evaluators, outcome measures used, test validity and reliability, evaluation design, data analysis, and effect size. A 36-item reference list concludes the document. (MAC)

ED 289 902
TM 870 719

Green, Kathy E.
Cognitive Style: A Review of the Literature. Technical Report 1985-1.
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.
PUB DATE- May 85
NOTE- 38p.; Table 3 is marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; *Cognitive Tests; Conceptual Tempo; *Field Dependence Independence; *Individual Differences; *Learning Strategies; Literature Reviews; Models; Perception Tests; Personality Traits
IDENTIFIERS- Embedded Figures Test; Matching Familiar Figures Test (Kagan); Pettigrew Category Width Scale; Role Construct Repertory Test (Kelly)

Cognitive style refers to preferences for, or dominant modes of, information processing. Cognitive styles tend to be bipolar and less value-laden than ability or aptitude measures. Conceptualizations of cognitive style differ in the number of styles and the degree of metacognitive control over them which individuals are presumed to have. The Hill model, the McKenny-Keen Model, and the Cognitive-Dimensions Model are discussed. In particular, the paper describes measures and reviews research pertaining to nine cognitive dimensions identified in an earlier review by Messick: (1) field dependence-independence; (2) reflectivity-impulsivity; (3) scanning; (4) breadth of categorization; (5) conceptualizing style; (6) cognitive complexity-simplicity; (7) leveling-sharpening; (8) distractibility; and (9) tolerance for unrealistic experience. Other cognitive style definitions utilize visual-haptic, analytical-global, and verbal-visual dimensions. Research on relationships among measures is summarized, and their lack of convergence suggests that there are a multitude of cognitive styles or dimensions of cognitive style. The dimensions that seem most conceptually comprehensive and potentially independent are field dependence-independence, distractibility, tendency to use global versus analytical problem-solving strategies, and preferred medium for obtaining information (e.g., visual-haptic; verbal-visual). (LPG)

ED 289 916
TM 870 752

New Jersey Statewide Testing System: Minimum Basic Skills Test, 1986-87. State Summary.
New Jersey State Dept. of Education, Trenton.
PUB DATE- Aug 87
NOTE- 78p.; For related documents, see TM 870 747-751.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Basic Skills; *Graduation Requirements; High Schools; *Mathematics Tests; *Minimum Competency Testing; *Reading Tests; School Districts; *Scores; State Programs; Tables (Data); Testing Programs; Trend Analysis
IDENTIFIERS- *Minimum Basic Skills Test; New Jersey; *New Jersey Minimum Basic Skills Program

This report consists of data tables summarizing test results statewide for students in grades 11 and 12 who took the New Jersey Minimum Basic Skills (MBS) test in March, 1987. The MBS assesses minimum skills in reading and mathematics. It is used as the graduation test for students who entered ninth grade prior to September 1985 and have not yet passed this test, and for students no longer enrolled who were denied a diploma in 1985 or 1986 because they did not meet the basic skills requirement. Results for each subject are compared to student performance in previous years. In addition, tables are included that compare student performance for District Factor Group (DFG), 56 Urban Districts, and Regional Curriculum Services Units. The report also contains district-by-district and school-by-school results grouped by DFG. The reading test was administered to 3,980 students in grade 11, 356 students in grade 12, and 31 returning students. The percent passing for each group was 81.5%, 68.5%, and 32.3%, respectively. The mathematics test was administered to 4,087 students in grade 11, 310 students in grade 12, and 24 returning students. The percent passing for each group was 85.1%, 79.0%, and 50.0%, respectively. (KSA)

ED 289 931
UD 025 943

Education and Community Renewal: Regents Policy and Service Models.
New York State Education Dept., Albany. Educational Research Services Unit.
PUB DATE- Sep 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Economically Disadvantaged; Educational Improvement; *Educationally Disadvantaged; *Education Service Centers; Elementary Secondary Education; Governing Boards; Models; School Business Relationship; *School Community Relationship; *School Role; Social Services
IDENTIFIERS- New York

Environmental and institutional barriers faced by individuals and families living in economically distressed areas prevent them from benefiting from education to the same degree as other populations. A high level of economic and social distress is associated with high dropout rates. To help institutions to more effectively address the needs of disadvantaged people, the New York State Board of Regents adopted, in 1985, a policy statement which underscored the role of schools in cooperating with other human service providers on this issue. The Regents specifically called for the use of schools as bases of operation for the delivery of comprehensive services. Suggestions for these services include the following: (1) human services for students and their families which address the out-of-school causes of low performance; (2) academic support services available on a 12-month basis; and (3) educational services targeted toward hard-to-serve or special populations. This document contains the text of the Regents' policy, a list of potential funding sources, and two annotated bibliographies. (VM)

ED 289 740
SE 048 825

Grandy, Jerilee

Trends in the Selection of Science, Mathematics, or Engineering as Major Fields of Study among Top-Scoring SAT Takers. Research Report.

Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ETS-RR-87-39

PUB DATE- Oct 87
NOTE- 254p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *College Entrance Examinations; College Mathematics; College Science; Engineering Education; Higher Education; High Schools; *Majors (Students); Mathematics Education; *National Surveys; Science Education; *Secondary School Mathematics; *Secondary School Science; Sex Differences; Standardized Tests; Undergraduate Study
IDENTIFIERS- *Scholastic Aptitude Test

This document reports on a study which explored the major field preferences of top-scoring Scholastic Aptitude Test (SAT) examinees over the past decade, focusing especially on the numbers choosing to major in mathematics, science, and engineering. The major findings included: (1) the proportion of top-scoring examinees planning to major in mathematics, science, and engineering is greater than the proportion of the rest of the examinee population planning to major in any of those fields; (2) the proportion of top-scoring examinees planning to major in mathematics, science, and engineering increased until 1982 and then declined slightly; (3) there is a considerable difference in the major field selections of males and females; (4) the percentage of top-scoring females planning to major in mathematics, science, and engineering rose until 1982 and then declined, following much the same pattern as the trend for males; (5) there has been an increase in the proportions of top-scoring examinees planning to study different fields within mathematics, science, and engineering; and (6) over the past decade, there has been a clear increase in the number of top-scoring examinees planning to study engineering and business. (TW)

ED 289 755
SO 017 975

Atkinson, Karla
In an Age of Change, Where Are You...in the Classroom? Book I: For Building Staff.
Michigan State Board of Education, Lansing. Office for Sex Equity in Education.
PUB DATE- Sep 83
NOTE- 24p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; Classroom Environment; Elementary Secondary Education; Employed Parents; *Expectation; Nontraditional Occupations; One Parent Family; *Sex Role; *Sex Stereotypes; Student Characteristics; *Teacher Attitudes

Focusing on the changing roles of women and men in the home and in the work place and the need to prepare students for these changing roles, this booklet presents facts and information that challenge stereotypical views about sex roles and provides activities for teachers to test their own views. The information and activities encourage teachers to evaluate their expectations of all students. Teachers also evaluate how those expectations are carried out in their classrooms. Some of the activities challenge teachers to become sensitive to the demands of single parenting, recognize the changing family environment, become aware of the expectations of male and female students, and inform students about career opportunities. Expectations for students need not be based on whether they are male or female. One way to minimize this distinction is to recognize the individual talents and needs that each student brings to the classroom, and to establish expectations for students based on these individual variations, rather than on gender. (SM)

ED 289 827
SP 029 615

O'Neill, Karen; And Others

A Typology of Turning Point Events in Relation to Student-Faculty Interaction.

PUB DATE- Feb 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Diego, CA, February 19-23, 1988).
AVAILABLE FROM- Karen O'Neill or Wm. R. Todd-Macillas, California State Univ., College of Communication, 139 Trinity Hall, Chico, CA 95929-0502.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Classroom Environment; Higher Education; *Interaction Process Analysis; *Interpersonal Communication; *Student Attitudes; Student Evaluation; *Teacher Student Relationship

This study examined the type of change that occurs in student-faculty relationships. The events perceived by the students as creating change in the relationship were considered "turning point events." Through a process of interviewing 45 senior students and then applying content analysis to the interview data, the researchers were able to construct a typology of turning point events. These events were viewed as important because of their contribution in changing the direction (either positively or negatively) of the relationships students have with faculty. After identifying these events, a typology of eight mutually exclusive and exhaustive "turning point" categories was created. These events seemed to occur during one of three different contexts: during moments of academic evaluation, during changes in classroom communication climate, and during dyadic interactions between student and teacher. A discussion is offered on the implications of these results for teacher training and future research. The data collection form is appended. (JD)

ED 289 843
SP 029 718

Pletcher, Patricia Tarr
An Annotated Bibliography of Current Literature Dealing with Teacher Stress and Burnout: Causes, Effects, and Management.

PUB DATE- Jun 87
NOTE- 38p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Organizational Climate; Role Conflict; *Stress Management; *Stress Variables; Teacher Attitudes; *Teacher Burnout; Teaching Conditions

Brief abstracts are presented of recent articles dealing with teacher stress and burnout. The first section of this bibliography includes writings on the causes of stress and burnout. The second section concentrates on the symptoms and effects of teacher burnout upon the teacher, students, and schools. In the last section, methods of stress reduction and management of stress once it has been diagnosed are explored. (JD)

ED 289 859
SP 029 764

Ayers, Jerry B.; And Others
Institutional Needs and Teacher Education Program Evaluation. A Symposium.
PUB DATE- Nov 87
NOTE- 37p.; Papers presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987). The work reported in this document was supported in part by a grant from the State of Tennessee through the Centers of Excellence program.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Evaluation Methods; *Evaluation Needs; *Evaluation Problems; Higher Education; *Institutional Characteristics; Needs Assessment; Preservice Teacher Education; *Program Evaluation; *Teacher Education Programs

The papers presented at this symposium offer discussions on the program evaluation needs of three categories of teacher education institutions. An introductory paper examines state-of-the-art teacher education program evaluation, the requirements of national and regional accreditation agencies, and the evaluation requirements involved in the state approval of teacher education programs. The first paper focuses on the specific needs of small colleges, the constraints that are placed on such institutions (i.,e., resources and governance requirements), the need for help, and the need for systems that can be implemented with limited resources. The second paper deals with the evaluation problems of regional state universities, the constraints on the work that can be carried out by such institutions, and ways that the evaluation process can be improved. The third paper discusses the problems of large multi-purpose institutions. The papers are summarized and critiqued in a final paper which synthesizes the papers into the common and unique needs of the three types of institutions. (JD)

ED 289 799
SO 018 722

Bicentennial Booklet of Teaching Ideas.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- [86]
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Constitutional History; *Constitutional Law; Educational Games; Educational Resources; Elementary Secondary Education; History Instruction; Instructional Materials; Learning Activities; Puzzles; Simulation; *Social Studies; State History; *United States Government (Course); *United States History
IDENTIFIERS- *Bicentennial; Kentucky; *United States Constitution

Ideas for celebrating the U.S. Constitution in the classroom, on a schoolwide basis, or in the community are presented in this guide. Classroom activities are categorized into art, research and writing, and miscellaneous. Designing a class mural and a class seal are examples of suggested art activities. In carrying out research activities, students can conduct an oral history project, tape interviews with judges and attorneys, or dramatize the original signing of the U.S. Constitution. Fifty-five miscellaneous activities include simulations of the U.S. Congress, mock trials, mock elections, geography activities, and using primary sources. The school can be involved in celebrating the U.S. Constitution through holding a spelling bee, producing a "federalist" fashion show, or conducting a "Parade of States." Community activities include field trips, an essay contest, and a mock city election. Sources for materials listed in the guide are: (1) programs by school level from the Kentucky Bicentennial Commission; (2) American Bar Association resources; (3) a selected student bibliography; (4) Kentucky history resources; (5) educational resources located at the Kentucky Historical Society; and (6) materials available at the University of Louisville. (SM)

ED 289 875
SP 029 799

Lundahl, Vera, Ed.
Dance Directory. Programs of Professional Preparation in American Colleges and Universities.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-332-1
PUB DATE- 86
NOTE- 140p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publications, P.O. Box 704, Waldorf, MD 20601 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Colleges; *Dance Education; Faculty; *Fine Arts; Higher Education; *Professional Training; Program Descriptions; Secondary Education; *Theater Arts; Universities

This directory presents listings of programs of professional training in dance from 166 colleges and universities in the United States. A listing of 66 Performing Arts High Schools is also included. Lists include degrees offered, undergraduate and gradute courses offered, and performing groups active on campuses. The names and ranks of faculty and the number of graduate assistants are listed for each school. (JD)

ED 289 770
SO 018 400

Escarraz, Donald R.
A History of State Debt in North Dakota. Occasional Papers.
North Dakota Univ., Grand Forks. Bureau of Business and Economic Research.
PUB DATE- Jun 87
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bond Issues; Credit (Finance); Data Analysis; Economic Factors; *Economic Research; *Expenditures; Fiscal Capacity; Loan Repayment; Regional Characteristics; *State Government; *State History; State Programs; Tables (Data); Taxes
IDENTIFIERS- *North Dakota

The history of state government debt in North Dakota can be divided into three 30-year periods which should be interpreted in terms of the political, social, and economic conditions of each period. The early statehood period of 1889-1918 began with the use of debt to construct facilities necessary to carry out the normal functions of state government. Although total expenditures increased because of tremendous population growth, per capita expenditures declined significantly. During the second period (1919-1949), population continued to grow but at a decreasing rate. Farmers' organizations were successful in having laws passed to regulate railroads, elevators, mills, and grain dealers. During the Depression years, debt grew, and North Dakota's bond rating was lowered. During World War II, state debt was reduced without undue strain on the taxpayer. The third period (1950-1978) saw prosperity and public construction. Data were analyzed and indicated: (1) regionalization of bond ratings and debt outstanding; (2) differences and similarities among economic variables within the North Central Region of the United States; (3) North Dakota in the North Central Region; and (4) determinants of the amount of state debt outstanding. Data analyses are appended. (SM)

ED 289 785
SO 018 642

Clavner, Jerry B.; Clavner, Catherine
Motivating the Potential Social Worker.
PUB DATE- 17 Oct 87
NOTE- 16p.; Paper presented at the Meeting of the Ohio College Association of Social Work Educators (October 17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agencies; *Business Education; Curriculum Development; Educational Needs; Financial Support; Higher Education; Marketing; *Motivation; *Skill Development; *Social Work; *Social Workers; Urban Studies; Vocational Adjustment; *Vocational Education

Recently, there have been some major changes in the theory and practice of social services, social welfare, and social work. However, instead of the major educational modifications necessary to accompany these changes, minor curriculum changes have taken place. The need to modify education programs is severe at the undergraduate level, and associate and bachelor degrees need to be reflective of a more modern multi-faceted reality. Education must be provided in a manner that will maximize students' facility in adjusting to the realities of the workplace, and programs must be developed to permit increased vocational mobility, permit students to move from social work to allied fields, and allow others to move to social work from related areas. The most glaring deficiencies in the programs have been in business related skill development. Students need to be able to understand how the agencies in which they will work operate financially and where and how agencies obtain funding and should have enough business skills to prepare budgets for departments and clients and write grants and proposals that include financial justification. In a society where there is competition among social service and allied health agencies, a basic understanding of marketing is necessary for agencies to survive. A multi-tracked program which includes urban community studies with a business emphasis, computer skills, and social services components has been developed for the two year associate degree program as both an applied and transferable program. (AEM)

ED 289 889
TM 870 653

Halpin, Glennelle; Halpin, Gerald
Publish--Don't Perish!
PUB DATE- Nov 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Authors; *Faculty Publishing; Guidelines; Higher Education; Productivity; *Publish or Perish Issue; *Research Reports; Scholarly Journals; Scientific Research; Standards; *Technical Writing; Time Management; *Writing for Publication
IDENTIFIERS- Writers Block

This paper proposes basic guidelines for the publishing and preparation of manuscripts, with the focus on the publication of empirical research in scientific journals. It is assumed that research is complete only when the results are shared. The guidelines serve as standards, and cover all stages of publishing from the first review of literature to the control of grammar and style. The addendum addresses the psychological aspects of rejection and the options available at that point. Time management, productivity, creativity, self-motivation techniques, and the rewards involved in publishing are also discussed. A three-page bibliography is appended. (Author/MAC)

ED 289 917
TM 870 753

Drasgow, Fritz; And Others
Modeling Incorrect Responses to Multiple-Choice Items with Multilinear Formula Score Theory.
Illinois Univ., Urbana. Model Based Measurement Lab.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Aug 87
NOTE- 117p.
CONTRACT- N00014-83K-0397; N00014-86K-0482; NR-150-518
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Tests; Item Analysis; *Latent Trait Theory; Mathematical Models; Measurement Techniques; *Multiple Choice Tests; *Nonparametric Statistics; *Response Style (Tests); *Scoring Formulas; Vocational Aptitude; Young Adults
IDENTIFIERS- *Armed Services Vocational Aptitude Battery; Dichotomous Scoring; Distractors (Tests); *Multilinear Formula Score Theory; Polychotomous Scoring

This paper addresses the information revealed in incorrect option selection on multiple choice items. Multilinear Formula Scoring (MFS), a theory providing methods for solving psychological measurement problems of long standing, is first used to estimate option characteristic curves for the Armed Services Vocational Aptitude Battery Arithmetic Reasoning test. Accurately estimated curves are obtained for real and simulated data. Then the statistical information about ability is computed for dichotomous and polychotomous scorings of the items. Moderate gains in information are obtained for low to slightly above average abilities. The dichotomous and polychotomous models are then compared for their relative performances in appropriateness measurement. The rates of detection of some types of aberrance responding were more than 100% higher for optimal polychotomous appropriateness indices than any dichotomous model index. Consequently, the MFS polychotomous model provides opportunities for better testing by allowing more accurate ability estimates, improvements in theory and practice of item writing, and more powerful appropriateness measurement. (Author/KSA)

ED 289 932
UD 025 944

Friedman, Malcolm
Leadership Training for Linguistic Minorities for Service in the Inner City.
Long Island Univ., Brooklyn, NY.
PUB DATE- 31 Oct 87
NOTE- 18p.; Paper presented at the University for Educational Administration Conference (Charlottesville, VA, October 31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Bilingualism; Elementary Secondary Education; *Graduate Study; Internship Programs; Leadership Qualities; *Leadership Training; Limited English Speaking; Minority Groups; Multicultural Education; Supervisors; *Urban Education; Urban Environment; *Vocational Education
IDENTIFIERS- *Long Island University NY; New York

There is a continuing need for linguistic minority supervisors in the metropolitan New York City area. A program at the Brooklyn campus of Long Island University prepares bilingual personnel for these responsibilities. Students who complete the program receive a professional diploma and most obtain positions as administrators or supervisors in the New York City Public School system. The following aspects of this post masters degree program are described: (1) purpose; (2) underlying philosophy; (3) the urban need; (4) program objectives; (5) qualifications of students; and (6) internship in a multi-cultural setting. Five appendices present data on bilingual student and staff populations in the New York City schools. (VM)

ED 289 948
UD 025 962

Schwartz, Wendy
Teaching Science and Mathematics to At Risk Students. ERIC Digest.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ERIC/CUE-D-36
PUB DATE- Sep 87
NOTE- 6p.
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Institute on Urban and Minority Education, Box 40, Teachers College , Columbia University, New York, NY 10027 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; *Cognitive Processes; Cultural Differences; Educational Change; Educational Improvement; Females; *High Risk Students; *Instructional Innovation; *Mathematics Instruction; Minority Groups; Parent Role; Racial Bias; *Science Instruction; Sex Differences; Social Bias
IDENTIFIERS- ERIC Digests

Traditionally, disadvantaged groups, such as women and minorities, have not excelled in science and math. Often the lack of literacy and achievement in these subjects is due to the following factors: (1) cognitive differences between how the information is presented and how the students process it; (2) lack of familiarity, because of cultural differences with the context in which the material is taught; (3) family stress due to poverty and/or unemployment; (4) racial and cultural biases that may lead teachers and parents to believe that minorities and women cannot get jobs in technology or aren't suited for them, and therefore shouldn't waste effort learning subjects that will be of no career use; (5) the perception that physically disabled students cannot function safely in a technological environment; and (6) tracking that steers certain groups away from academic or technical courses. Recently a range of successful educational policies, programs, and methods have been identified to help these students. They are the following: (1) high quality programs with longevity and continuity; (2) high quality diverse staff who are role models for the participants; (3) recontextualization, which allows students to understand the material in the context of their own lives; (4) cultural and language sensitivity; (5) anxiety-reducing strategies; (6) improved programming; and (7) cooperative, heterogeneous grouping of students. Out-of-school programs and parental help are also effective in helping disadvantaged students. (VM)

ED 289 756
SO 017 977

American History: Content Specific Bibliographies.
Michigan State Dept. of Education, Lansing. Office for Sex Equity.
PUB DATE- May 83
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
  Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Educational Resources; Elementary Secondary Education;
  *Females; Instructional Materials; Reference Materials; Resource
  Materials; *Social Studies; Supplementary Reading Materials;
  *United States History

Selected bibliographies regarding women's contributions to U.S. history are provided in this compilation of supplementary materials for elementary and secondary school courses. These listings contain both print and nonprint media and some citations noting prices and ordering information. Items were selected based upon accessibility and ease of utilization by teachers, administrators, librarians and students to incorporate information about girls and women, as it relates to U.S. history, into the curriculum. The document is divided into bibliographies which focus on: (1) curriculum materials (26 citations); (2) materials for student (38 citations); (3) research studies, biographies, and background reading (47 citations); and (4) national resources and projects (13 annotated citations). (JHP)

ED 289 813
SO 018 813

Carelli, Anne O'Brien
Justice Around the World: A Student Packet for Elementary Schools. Foreign Area Materials Center Occasional Publication 25.
New York State Education Dept., Albany. Center for International Programs and Comparative Studies.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- 81-6582
PUB DATE- 81
NOTE- 20p.; For a related document, see SO 018 814. For the Handbook on Human Rights and Citizenship, see SO 018 764.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Civil Liberties; *Civil Rights; Elementary Education; *Human Dignity; Humanistic Education; Instructional Materials; *Justice; Learning Activities; Learning Modules; Multicultural Education; Social Studies
IDENTIFIERS- Universal Declaration of Human Rights

This learning packet consists of 10 exercises which can be used independently by students or as class activities. The activities in the packet were developed to foster awareness of international human rights issues. The objectives are stated at the top of each exercise, with vocabulary words listed under the objectives. Materials from the "Handbook on Human Rights and Citizenship" are meant to be used with these activities. Exercise 1 is designed to help students understand that every human being has basic rights. The Universal Declaration of Human Rights is examined in exercise 2. Understanding human rights in different cultures in the focus of exercise 3 and the role of dissidents is analyzed in exercise 4. The role of the United Nations in protecting human rights is the focus of exercise 5. Understanding the use of poetry and political cartoons as a means of expressing ideas and feelings about human rights is the goal of exercises 6 and 7. Investigating incidents of justice and injustice around the world and the justice process are the focus of exercises 8 through 10. A student evaluation form is included. (SM)

ED 289 844
SP 029 719

Read, Karen Elizabeth
An Annotated Bibliography Concerning Teacher Stress and Burnout: Causes and Management Techniques.
PUB DATE- Jun 87
NOTE- 49p.; Exit Project, Indiana University at South Bend. Light print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Organizational Climate; *Stress Management; *Stress Variables; Teacher Attitudes; *Teacher Burnout; Teacher Morale; Teaching Conditions

This study examined the causes of teacher stress and the stress management techniques that are available. An annotated bibliography of research reports on the causes and management of stress focuses upon the areas of the classroom, the school organization, and individual and personal factors. The purpose of the study was to present evidence supporting the concept that individual stress management plans are a necessary tool for teachers and are available. A second purpose was to call attention to the fact that the organizational structure of school systems is a contributing factor to teacher stress. Possible structural changes, as well as improved staff development programs, that could help teachers meet the demands placed upon them are suggested. A glossary of terms and descriptions of testing instruments are included. (JD)

ED 289 860
SP 029 766

Bee, Clifford P.; And Others

Improving Teaching: A Partnership Success Story. San Diego State University and La Mesa-Spring Valley School District: Partners in Education.

PUB DATE- 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; Higher Education; Inservice Teacher Education; Middle Schools; Preservice Teacher Education; *Program Development; *Program Effectiveness; Secondary Education; *Shared Resources and Services
IDENTIFIERS- California

A description is given of a collaborative effort between a state university and a middle school in California. The program is designed to attract, train, and retain future teachers. Among other factors, the program explores effective instruction, curriculum strategies, utilizing clinical supervision, and current teaching/learning techniques. An outline provides information on the responsibilities and incentives for the middle school staff, the responsibilities of the university school of education, the responsibilities of the school district, and the advantages for the middle school students. A history time frame of the program is presented as well as a 1987-88 timeline for program objectives and activities. (JD)

ED 289 876
SP 029 800

Cundiff, David E., Ed.
Implementation of Health Fitness Exercise Programs.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-277-5
PUB DATE- 85
NOTE- 102p.; Photographs will not reproduce well.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Aerobics; Curriculum Development; Elementary Secondary Education; *Exercise; *Health Needs; Medical Research; *Physical Fitness; Program Development; *Program Implementation

This monograph includes the following articles to aid in implementation of fitness concepts: (1) "Trends in Physical Fitness: A Personal Perspective" (H. Harrison Clarke); (2) "A Total Health-Fitness Life-Style" (Steven N. Blair); (3) "Objectives for the Nation--Physical Fitness and Exercise" (Jack H. Wilmore); (4) "A New Physical Fitness Test" (Steven N. Blair, Harold B. Falls, and Russell R. Pate); (5) "Health Related Physical Fitness" (Russell R. Pate); (6) "Distance Running Performance Tests in Children--What Do They Mean?" (Kirk J. Cureton); (7) "Measurement of Body Composition in Children" (T.G. Lohman); (8) "Flexibility--A Major Component of Physical Fitness" (Charles B. Corbin and Larry Noble); (9) "Medical Problems Encountered by Women in Aerobic Exercise" (Dorothy V. Harris); (10) "Psychological Benefits of Aerobic Exercise" (Dorothy V. Harris); (11) "Physiological Responses of Females to Endurance Exercise" (Harold B. Falls); (12) "How Much Exercise Is Enough?" (Michael L. Pollock); (13) "Teaching Physical Fitness Concepts in Public Schools" (Russell R. Pate); (14) "Teaching Health-Related Fitness in the Secondary Schools" (Charles B. Corbin); (15) "The Hope-Kellogg Health Dynamics Program" (Richard A. Peterson); (16) "The Aerobics Program at Oral Roberts University" (Paul Brynteson); (17) "Helping Adults To Stay Physically Fit--Preventing Relapse Following Aerobic Exercise Training" (G. Ken Goodrick, Don R. Warren, G. Harley Hartung, and Jean A. Hoepfel); (18) "A Corporate Health and Fitness Program--Motivation and Management by Computers" (William B. Baun and Michelle Baun); (19) "Physical Fitness--Programming Issues for Total Well Being" (Kenneth H. Cooper and Thomas R. Collingwood); (20) "Incorporation of Aerobic Exercise into Health Maintenance Programs of Business and Industry" (Dennis Colacino); and (21) "Prevention of Orthopedic Injuries Related to Aerobic (Jogging) Exercise" (David E. Cundiff). Articles include references, tables, figures, and photographs. (JD)

ED 289 903
TM 870 720

Tal, Joseph
Aptitudes of Guidance Counselors. Technical Report 1986-2.
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.

PUB DATE- Sep 86
NOTE- 15p.; For an earlier report, see ED 230 565.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Tests; *Cognitive Ability; Comparative Testing; Elementary Secondary Education; Job Skills; Occupational Tests; Predictive Measurement; *School Counselors; Test Norms; *Vocational Aptitude
IDENTIFIERS- *Johnson O Connor Aptitude Tests

To identify the aptitude profile of successful guidance counselors, tests were administered to 49 guidance counselors (14 male, 35 female) ranging in age from 29 to 62 (Mean age 42) and having an average of 9.5 years experience. The findings indicated that guidance counselors as a group scored near or above the Johnson O'Connor Research Foundation's population median on all tests in the Foundation's aptitude test battery. Counselors tended to have above-average Ideaphoria (the flow of their ideas was high) and Inductive Reasoning (they were quick to see relationships among separate facts). These abilities should allow counselors to diagnose problems, find various solutions, and communicate their ideas to others. In addition, counselors scored high on Foresight (the ability to focus on distant goals). This ability is useful in occupations requiring a great deal of training, such as guidance counseling; all but one counselor in this sample had earned a college degree, and 92% also had a graduate degree. Counselors were also above-average on Graphoria (suggesting that they do clerical tasks quickly and accurately), Silograms (suggesting good memory for words), and Finger Dexterity. The high scores on these last three aptitudes are more difficult to interpret. (Author/LPG)

ED 289 741
SE 048 826

Rare & Endangered Species: Understanding Our Disappearing Plants and Animals. Activities Guide.

American Gas Association, Arlington, VA. Educational Services.
PUB DATE- Sep 87
NOTE- 5p.; Referenced poster not available from EDRS.
AVAILABLE FROM- American Gas Association, 1515 Wilson Blvd., Arlington, VA 22209 (single copy free to teachers from AGA or local gas utility as long as supply lasts; nonmembers $2.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Botany; *Elementary School Science; Elementary Secondary Education; *Endangered Species; *Environmental Education; Language Arts; Natural Resources; Parent Participation; *Science Activities; Science and Society; Science Education; Science Instruction;

*Secondary School Science; *Social Studies; Wildlife Management

About 464 plants and animals found in the United States and its territories are listed by the U.S. Fish and Wildlife Service as threatened or endangered. Another 3900 are candidates for protection. The activities in this guide are designed to help teachers and students understand the issue of endangered species. It includes ideas for several activities that can be done at school, home, and in the community. The guide also contains information on 12 endangered species that are pictured in an accompanying poster. These plants and animals are: (1) the American bald eagle; (2) Englemann's purple-spined hedgehog cactus; (3) the Florida manatee; (4) the Florida panther; (5) the gray wolf; (6) the grizzly bear; (7) the Hawaiian monk seal; (8) the leatherback sea turtle; (9) the piping plover; (10) the small whorled pogonia; (11) the whooping crane; and (12) the wood stork. Also included is a bibliography and a list of conservation organizations. (TW)

ED 289 800
SO 018 724

Social Studies Education: Kindergarten-Grade 12. National Survey.
Council of State Social Studies Specialists.

PUB DATE- Nov 86
NOTE- 98p.; An update of a 1976 survey (ED 128 275).
AVAILABLE FROM- Thomas A. Elliott, Virginia Department of Education, P.O. Box 6-Q, Richmond, VA 23216 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Curriculum; Diagnostic Teaching; *Educational Practices; Educational Trends; Elementary Secondary Education; Graduation Requirements; *History Instruction; Inservice Teacher Education; *Social Studies; State Surveys; Teacher Certification; Teacher Education; Testing

A state by state profile of requirements and course offerings compiled by the Council of State Social Studies Specialists and the Social Science Education Consortium, listing curriculum changes and requirements for teachers and students, shows that there are very different practices and situations among the 50 states and the District and Columbia, making generalizing difficult. An analysis is included: "The Status of Social Studies in the United States in the mid-1980s," by Irving Morrisset. Generalizable findings are that: (1) the "flavor" of social studies throughout the country is highly prescriptive; (2) major changes in requirements and recommendations for teachers in training, teacher certification, and inservice assessment have taken place since 1976; (3) most states have increased graduation requirements, many in the context of statewide testing and specification of competencies for specific courses; (4) in most states various courses are required, in addition to several history courses, either at state or local levels, and requirements for such courses have been increased; (5) the duties and influence of state social studies specialists vary greatly from state to state; and (6) recent trends in social studies with respect to requirements for teachers, students, and curricula predominantly are toward tighter requirements or recommendations and are seen overwhelmingly by state social studies specialists as being favorable to social studies in their own state and in the nation as a whole. Tables and an abbreviated survey instrument are provided. (AEM)

ED 289 828
SP 029 618

Beyer, Francine; Houston, Ronald
Assessment of School Needs for Special Populations. Staff Survey.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 31p.; For a related document, see SP 029 636.
CONTRACT- 400-86-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Classroom Techniques; Educational Environment; Elementary Secondary Education; *High Risk Students; Low Achievement; *Needs Assessment; Parent Participation; *School Effectiveness; *School Role; Staff Development; *Student Development

This survey is designed to be an assessment instrument for measuring a school's effectiveness in meeting the needs of at-risk and low achieving students. The survey consists of nine sections. Statements listed in each section are used to characterize specific behaviors with a scale rating for how each statement reflects the situation or attitude prevalent in the school. Topics covered are: (1) classroom management; (2) instruction; (3) parent involvement; (4) principal leadership; (5) school climate; (6) school programs; (7) staff development; (8) student involvement in learning; and (9) teacher expectations. (JD)

ED 289 933
UD 025 945

Thurston, Linda P.
Behavioral Methodology for Designing and Evaluating Applied Programs for Women.
PUB DATE- 28 May 82
NOTE- 33p.; Paper presented at the Annual Convention of the Association for Behavior Analysis (8th, Milwaukee, WI, May 28-31, 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behaviorism; Bias; Cultural Context; Daily Living Skills; *Females; *Minority Groups; Program Development; Public Policy; *Research Problems; *Scientific Methodology; *Social Science Research

To be maximally effective in solving problems, researchers must place their methodological and theoretical models of science within social and political contexts. They must become aware of biases and assumptions and move toward a more valid perception of social realities. Psychologists must view women in the situational context within which behaviors happen, and must avoid the sexist viewpoints which have been traditional in American culture. This paper discusses the scientific method in terms of the social and political contexts of our culture and suggests five critical areas which behaviorists must analyze as they develop programs for minorities. These areas are: (1) formulation of the problem; (2) operationalization of the program/research; (3) consideration (or lack of consideration) of the social-political context in which women behave; (4) experimenter bias; and (5) analysis and inference. A case study of the Juniper Gardens Children's Project from 1979 to 1982 is presented. (Author/VM)

ED 289 757
SO 017 979

Foster, Jan
A Packet of Secondary Classroom Activities To Teach Students about Sex Role Stereotyping.
Michigan State Dept. of Education, Lansing. Office for Sex Equity.
PUB DATE- 83
NOTE- 50p.; For related documents, see ED 288 752-753.
AVAILABLE FROM- Michigan Department of Education, Office for Sex Equity, P. O. Box 30008, Lansing, MI 48909.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitudes; Class Activities; *Expectation; Instructional Materials; Middle Schools; Secondary Education; Sex Bias; *Sex Role; *Sex Stereotypes; *Social Studies

The activities in this packet are designed to help students understand how stereotypes establish expectations for people based on sex roles. Helping students learn and recognize sex role stereotypes is an ongoing process wherein brief classroom activities can be integrated into basic academic programs offered at the secondary level. In many instances, using these activities will take little or no teacher preparation. Worksheets containing one or two discussion questions are provided, where appropriate. The activities are divided into five sections. Section one helps to further student understanding of the way society sets expectations based on sex roles. Sections two and three explore the ways in which expectations are established through behavior and language. Sex roles and expectations that are traditionally deemed appropriate for either sex are analyzed, and how a person's behavior may be molded by these stereotypes is explored in section four. Section five helps students to imagine what expectations the future may hold for them. Suggestions for homework assignments and classroom discussions and activities are included in the packet. (SM)

ED 289 771
SO 018 411

Bates, Donald L.
Improving the Middle School Student's Attitude and Performance in History through Vocabulary Acquisition.
PUB DATE- 86
NOTE- 158p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Educational Strategies; Grade 8; History Instruction; *Middle Schools; *Social Studies; Student Attitudes; Student Improvement; *Student Motivation; *Teaching Methods; United States History; *Vocabulary Development; Word Study Skills

This practicum addressed the problem of eighth-grade U.S. history students who did not acquire nor retain the necessary course core vocabulary. This lack of vocabulary acquisition resulted in reduced student performance, lack of understanding, and a poor attitude. The goals were: (1) to increase the student's U.S. history core vocabulary level; (2) to use the students improved vocabulary level to enhance their understanding of course content and concepts; and (3) to improve the student's general attitude toward U.S. history as a result of experiencing success in the classroom and on tests. In addressing these goals, a social studies vocabulary acquisition program was implemented based on the selection and blending of existing vocabulary acquisition techniques from four areas. These areas included games, discussions, context clues, and written exercises. All of the classes that participated in the program met the objectives of the practicum. Results indicated that a social studies vocabulary acquisition program improved the student's performance and attitude in history. (Author/SM)

ED 289 786
SO 018 643

Mackenzie, Suzanne, Ed.
Humanism and Geography. Papers Presented at the Annual Meeting of the Canadian Association of Geographers (Ottawa, Ontario, Canada, 1986). Carleton Geography Discussion Paper No. 3.
Carleton Univ., Ottawa (Ontario). Dept. of Geography.
REPORT NO.- ISBN-0-7709-0202-2
PUB DATE- 86
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Autobiographies; Christianity; *Geography; *Human Geography; *Humanism; Language; Methods; Sciences; Semiotics; Social Sciences
IDENTIFIERS- Mental Models; Rationalism

Papers are included which focus on humanist geography, specifically the theoretical, methodological, and empirical implications of humanist perspectives for the study of human-environmental relations and the implications of the concern for these relations for humanist theory, method, and questions. Individual foci, defined by each author of the included papers, are: (1) "Geography as a Humanist Enterprise" (Leonard Guelke), arguing that the credibility and the survival of geography as a scholarly discipline depends upon a clear disciplinary framework within which analysis can proceed; (2) "Problems with the New Humanism" (Edward Relph), arguing against a narrow rationalism, but also against uncritical acceptance of humanism; (3) "Humanist Geography: Some Unsystematic Critical Thoughts" (James Lemon), arguing against the concept of humanist geography because of its concern with language and method; (4) "Humanist Political Geography?" (David B. Knight), addressing political geography, combining autobiography and assessment of literature to explore the relation between humanist geographers and geographies; (5) "A Theological Perspective on Humanist Geography" (Iain Wallace), discussing Christian theology as a foundation for humanism, and the relation between this and other forms of humanism; (6) "Geographical Semiotics: A Bridge between Humanism and Science" (Elaine M. Bjorklund), suggesting semiotics as a bridge between humanism and science and discussing the processes by which human beings construct mental models; (7) "Humanism, Geography, and Language" (Audrey Kobayashi), arguing for the necessity of a theory of language to give geographical humanism political soundness; and (8) "Humanism as Science/Science in Humanism: Towards Integration in the Practice of Social Geography" (Robin A. Kearns), addressing the bridging of science and humanism. A postscript provides a defense and related concepts: "Human Environment" (Suzanne Mackenzie). References accompany most of the papers. (AEM)

ED 289 845
SP 029 720

Kwasneski, Kimberly A.
Class Size and Educational Effectiveness.
PUB DATE- Nov 87
NOTE- 39p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Class Size; Elementary Secondary Education; Instructional Effectiveness; Small Classes; Student Attitudes; Student Behavior; Teacher Attitudes; *Teacher Student Ratio; Test Results

Brief abstracts of research studies on the subject of the relationship between class size and student achievement are presented in this bibliography. The first part of the study examines the research concerned with the reduction of class size and the positive effects it has on student achievement, particularly in the areas of reading and mathematics. The second part reviews the research that supports greater achievement gains with larger classes. The final area of concentration deals with the research studies showing no difference in student achievement with regard to class size. Particular attention is paid throughout the study to the statistical significance of test scores. Also, some research considering the effect class size has on student and teacher attitudes, student behavior, and classroom environment is included. (JD)

ED 289 861
SP 029 767

Catherall, Thomas, Ed.; Hafen, William J., Ed.
Intermountain Leisure Symposium Proceeding (Provo, Utah, November 17, 1983).
PUB DATE- 17 Nov 83
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; *Leisure Time; *Outdoor Education; Parks; *Program Development; *Recreational Activities; Recreational Facilities; Safety; School Community Relationship; *Therapeutic Recreation

The following papers are included in these proceedings: (1) "A Needs Assessment for Computer Applications" (Bruce Holley); (2) "The Home, School, Community Partnership through Community Education" (Jim Burgon); (3) "Building Level Coordinators--How They Spend Their Time" (Burton Olsen and Murray Meszaros); (4) "Programming and Financing the Cultural Arts" (LeRoy Dennis and Vern Holte); (5) "Safety Town--A Sure Bet for Tots" (Kent Perkins); (6) "Megatrends that Transform Our Professional Lives" (Howard Gray); (7) "Recreational Usufruct Rights" (Daniel Dustin); (8) "Phoenix Foundations--A Practical Look at Two Successful Models" (Michael Whiting); (9) "The Commercialization of Public Recreation" (Robert Snow); (10) "Listening to Utah County" (Tom Catherall); (11) "Recreational Clowning: The Fine Art of Buffoonery" (Gary Willden); (12) "From Campus to Career: The Orientation Process May Be the Key to Success" (Mike Vander Griend); (13) "Techniques of Effective Public Speaking" (Craig Kelsey); (14) "Outdoor Adventure Leadership: A Study of Current Issues Facing the Profession" (Alan Ewert and William Johnson); (15) "Adding Youth Adventure Programs to Municipal Recreation; (Dale Cruse and Michael Huffman); (16) "A Study of Operations and Activities of an Off-Road Vehicle Sports Park" (Earl Williams); (17) "Rashes, Bashes, Crashes: Outdoor Recreation Risks" (Gary Willden); (18) "Responding to Conflict" (Richard Heaps); (19) "Rehabilitation, Prevention, and Maintenance Orientations for Therapeutic Recreation Service" (Jesse Dixon); (20) "An Investigation into the Worth of Reality Orientation Classes for the Confused Patient" (Sydney Post and Leila Robertson); (21) "The Total Approach to Consultive Services in Recreation Therapy" (Larry Mildren); (22) "Reducing Bizarre Stereotypic Behavior in Chronic Psychiatric Patients: Effects of Supervised and Independent Recreation Activities" (Linda Bowen and others); and (23) "Long Term Health Care for the Elderly in the Nordic Countries" (Clark T. Thorstenson). (JD)

ED 289 890
TM 870 654

Rengel, Elizabeth
Agreement between Statistical and Judgmental Item Bias Methods.
PUB DATE- Aug 86

NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aptitude; *Aptitude Tests; Black Students; *Culture Fair Tests; Ethnic Bias; Evaluation Methods; High Schools; Hispanic Americans; Interrater Reliability; *Item Analysis; Racial Bias; Sex Bias; *Statistical Bias; *Test Bias; Test Items; White Students
IDENTIFIERS- Ball Aptitude Battery

The Ball Aptitude Battery (BAB) was examined for item bias in a sample of 577 high school students in which males and females, as well as three ethnic groups (Blacks, Whites, and Hispanics) were represented. The objectives of the investigation were: (1) to assess the level of interrater agreement for the judgmental method; (2) to find the level of agreement between the judgmental method and several statistical methods; and (3) if agreement was low, to determine whether correspondence was improved when judgmentally biased items were further classified in terms of content or facial validity bias. Two BAB subtests were analyzed for race and sex bias by the judgmental method and by five statistical methods: TID, partial correlation, Rasch difficulty shift, point biserial, and Scheuneman's modified chi square. In the judgmental analysis, the level of interrater agreement among the three expert judges was not significant. The agreements between the statistical and judgmental methods in identification of biased items were also nonsignificant. A final analysis investigated whether agreement between the statistical and judgmental methods was improved when the judgmentally biased items were further classified into one of two types, content validity or face validity bias. Again the results were nonsignificant. (Author/MAC)

ED 289 904
TM 870 730

Taylor, Terence R.
The Future of Cognitive Assessment. Special Report PERS-420.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0492-8
PUB DATE- 87
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Measurement; Cognitive Processes; Cultural Influences; *Epistemology; Foreign Countries; *Individual Differences; Intelligence; *Learning Theories; Literature Reviews; *Measurement Objectives; Problem Solving; Psychometrics; Research Needs
IDENTIFIERS- *South Africa

The construction of cognitive tests is largely based on a Thurstonian model of the structure of the intellect, with test content described in terms of loadings on broad constructs called factors. Knowledge of factorial content of a test does not necessarily correspond to knowledge of mental activities elicited by test performance. Modern cognitive theory, on the other hand, attempts to describe basic human information processing, but may not adequately accommodate individual differences. The integration of psychometrics with information processing theory would benefit both disciplines. In educational assessment, evaluations done at a number of points in time during acquisition of competence could lead to better understanding of cognitive processes (as opposed to cognitive products alone). This paper reviews theory relevant to these related disciplines and proposes six assessment methodologies: (1) assessment of metacognition; (2) faceted tests; (3) measures of structures of knowledge; (4) error analysis; (5) learning potential and transfer; and (6) assessment of information processing styles. Implications are considered for adaptive education, for basic research (especially cross-cultural) on strategies of problem solving and task execution, and for assessment in multicultural settings such as South Africa.
(Author/LPG)

ED 289 918
TM 870 755

Mahoney, Susan S.
Credit by Examination at the University of Texas at Austin, 1986-87.
Texas Univ., Austin. Measurement and Evaluation Center.
REPORT NO.- SR-87-3
PUB DATE- Sep 87
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Advanced Placement; *College Credits; College Curriculum; *College Entrance Examinations; *Equivalency Tests; Higher Education; Intellectual Disciplines; *Student Placement; Testing Programs; *Test Results
IDENTIFIERS- Advanced Placement Examinations (CEEB); College Board Achievement Tests; *University of Texas Austin

This report covers the 1986-87 testing year in which eight colleges or schools at the University of Texas (UT) at Austin participated in the credit-by-examination program. Test results in 18 subject areas are reported. The summary section includes a discussion of the overall impact of credit-by-examination on eight participating schools or colleges, as well as comparisons of the 1986-87 test results with results from preceding years. Evaluations of 26,023 test scores, covering 51 subject areas in 171 courses taught in 36 departments or divisions are recorded in this report. Of the 10,735 individuals who participated, 29% earned no credit eligibility, 20% earned between one and three semester hours of credit eligibility, 18% merited between four and six semester hours, and 25% earned from seven to 18 semester hours. At the upper range of the scale were 6% who earned between 19 and 30 semester hours and 2% who qualified for more than 30 semester hours. Four types of tests were used in the credit-by-examination program: (1) UT Austin Tests for Credit constructed locally by certain academic departments; (2) College Board Achievement Tests; (3) College Board College Level Examination Program Subject Examinations; and (4) College Board Advanced Placement Examinations. (KSA)

ED 289 742
SE 048 827

Churchman, David
The Educational Role of Zoos: A Synthesis of the Literature (1928-1987) with Annotated Bibliography.
PUB DATE- 87
NOTE- 149p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Animal Caretakers; Annotated Bibliographies; Conservation (Environment); *Educational Facilities; Environmental Education; Literature Reviews; *Nonschool Educational Programs; *School Community Relationship; Science Education; Wildlife Management; *Zoos
IDENTIFIERS- *Informal Education

Zoos generally claim their four purposes to be conservation, research, entertainment, and education. This paper is intended to synthesize the literature relevant to the educational function and provide an annotated bibliography of that literature. The first section of the synthesis, "Audiences," addresses staff, volunteers, outreach programs, and cooperation with schools and universities. The second section, "Purposes," traces the changes in the focus of zoo education, particularly over the past two decades. The next section, "Educational Components of Zoos," looks at animals, enclosures, areas, plants, signs, publications, and libraries. The fourth section, "Factors Affecting Education in Zoos," focuses on attendance levels, demographics, utilization patterns, temporal patterns, and social patterns. The final section of the synthesis, "Research on the Educational Impact of Zoos," examines various approaches to research on visitors to zoos. The remainder of the document is comprised of an annotated bibliography containing approximately 400 citations of literature published between 1928 and 1987 that pertain either to visitor behavior, education, or related research methods. (TW)

ED 289 814
SO 018 814

Gilbert, Janet M.
Justice Around the World: A Student Packet for Secondary Schools. Foreign Area Materials Center Occasional Publication 26.
New York State Education Dept., Albany. Center for International Programs and Comparative Studies.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- 81-6581
PUB DATE- 81
NOTE- 22p.; For a related document, see SO 018 813. For the Handbook on Human Rights and Citizenship, see SO 018 764.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; *Civil Rights; Freedom of Speech; *Human Dignity; Instructional Materials; Justice; Learning Activities; Learning Modules; Multicultural Education; Quality of Life; Secondary Education; Social Discrimination; Social Studies
IDENTIFIERS- Universal Declaration of Human Rights

This learning packet contains seven modules designed to teach about human rights around the world. These activities may be integrated into different subjects within the social studies curriculum. For each module, the case studies are drawn from two of the five countries included in the "Handbook on Human Rights and Citizenship." Each module also contains learning objectives, class activities, and student reference materials. The packet is formatted so that student activities may be reproduced for distribution to the class. Module 1 focuses on developing a broader understanding of the definition of human rights through an in-depth examination of the "Universal Declaration of Human Rights." The activities in module 2 are designed to enhance the understanding of justice as it is observed or ignored at individual, institutional, national, and international levels. Activities in module 3 examine the issue of freedom of conscience and expression. The ways that discrimination is shown against some groups are investigated in module 4. The "International Covenant of Economic, Social, and Cultural Rights" is used as the basis for studying freedom from want in module 5. In module 6, students look at individual rights and protection from the government. Understanding the organizations and methods of working toward universal human rights is the goal of module 7. (SM)

ED 289 949
UD 025 963

Webb, Michael
Peer Helping Relationships in Urban Schools. ERIC Digest.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ERIC/CUE-D-37
PUB DATE- Dec 87
NOTE- 4p.
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Learning Strategies; Outcomes of Education; *Peer Influence; *Peer Teaching; Student Attitudes; *Student Motivation; Teaching Methods; *Tutorial Programs; *Tutors; Urban Education
IDENTIFIERS- ERIC Digests

Research has shown that students and teachers can benefit from structured in-school helping relationships in which peers assume formal roles as tutors. For the student in need of academic help, peer tutoring programs provide an opportunity to learn in a more nonthreatening environment than the classroom. Immediate feedback and clarification of information is possible. For the student tutor, these programs reinforce their own knowledge, build their self-esteem, and develop a sense of responsibility. The experience may result in improved attitudes for both the tutor and the learner, and can also foster cross- cultural and interracial awareness. The use of peer tutors in the classroom can make teachers more flexible and enable them to better target their efforts toward individual students. Effective peer tutoring programs have used the follow steps to guide their work: (1) establish a planning group; (2) assess student needs; (3) develop measurable goals and objectives; (4) determine faculty, material, and equipment needs; (5) develop a draft plan for school staff and parental review; (6) formally present a revised plan; (7) conduct an orientation; and (8) conduct ongoing evaluation. Peer tutoring is an underutilized instructional strategy in urban schools. (VM)

ED 289 829
SP 029 625

Henk, William A.
Enhancing the Student Teaching Experience through Diversified Observation and Feedback: Some Supervisory Contributions.
PUB DATE- [84]
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Feedback; Higher Education; *Observation; Preservice Teacher Education; *Program Improvement; *Student Teacher Supervisors; *Student Teaching; Supervisory Methods; Teaching Experience

Student teaching supervisors have been criticized for failing to assume more active instructional leadership roles in the professional development of their charges. In this article, strategies are presented for expanding the role of the supervisor and thereby enhancing the learning climate for prospective teachers. In general, the strategies center on expanding the breadth and magnitude of student teachers' observational experiences and providing greater and more diversified sources of teaching feedback. More specifically, they include the direct instruction and modeling of effective observational skills, arranging opportunities for student teachers to observe in classrooms containing pupils of varying abilities, developmental levels, and special needs, and the coordination of peer, staff, administrative, and self-evaluations. (Author)

ED 289 877
SP 029 802

Pangrazi, Robert P.; Hastad, Douglas N.
Fitness in the Elementary Schools. A Teacher's Manual.
American Alliance for Health, Physical Education, Recreation and
Dance, Reston, VA.
REPORT NO.- ISNB-0-88314-331-3
PUB DATE- 86
NOTE- 77p.; Photographs will not reproduce well.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601
($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adapted Physical Education; Elementary Education;
Health Needs; Learning Activities; Life Style; Physical Activities;
*Physical Fitness; *Program Development; Program Implementation;
Student Evaluation; *Student Motivation

This handbook is a compendium of activities for developing physical fitness in children. The text is divided into five sections: (1) children and physical activity; (2) implementing physical fitness programs in school; (3) fitness for special populations; (4) teaching fitness for a lifetime; and (5) fitness activities and routines. These five sections give essential background information and explanations of physical fitness programs and why they are necessary. (JD)

ED 289 934
UD 025 946

Thurston, Linda P.
Utilizing Urban Women as Peer Trainers in Behavioral Community Programs.
PUB DATE- 28 May 82
NOTE- 37p.; Paper presented at the Annual Convention of the Association for Behavior Analysis (8th, Milwaukee, WI, May 28-31, 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behaviorism; Community Programs; Competence; *Daily Living Skills; *Females; *Paraprofessional Personnel; *Peer Teaching; Program Development; Role Models; *Social Services; *Urban Environment

Many more people are in need of rehabilitation, social services, and education than there are professionals available to provide help. This gap in service has led to the exploration and utilization of nonprofessionals to fill these roles. Many of these nonprofessionals are peers of the needy people. This adds the advantage of "peer relationships" as a positive dimension in the interaction of helper and client. Two programs at the Juniper Gardens Children's Project at the University of Kansas--the Juniper Gardens Family Education Program (FEP) and Survival Skills for Urban Women--use this model where women become peer trainers for program participants. Evaluations of these and other peer training programs show the efficacy of using peer trainers as deliverers of behavioral community programs. For maximal utilization of this model the following five strategies are suggested: (1) selecting peer-trainers; (2) establishing competencies; (3) training competencies; (4) measuring outcome/monitoring performance; and (5) maintaining acquired competencies/quality control. Statistical data are presented. (Author/VM)

ED 289 758
SO 018 082

Williams, Roger J.
Rethinking Education: The Coming Age of Enlightenment.
REPORT NO.- ISBN-0-8022-2500-4
PUB DATE- 86
NOTE- 156p.
AVAILABLE FROM- Philosophical Library, 200 West 57th Street, New
York, NY 10019 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Development; Educational Improvement; Educational Innovation; *Educational Philosophy; Educational Theories; *Fused Curriculum; Higher Education; *Humanistic Education; Humanization; *Integrated Curriculum; *Interdisciplinary Approach; Social Sciences; Unified Studies Curriculum

The world's most serious problems involve people's inability to peacefully coexist with other people. The only antidote to prejudice, injustice, murder, and terrorism is to develop an understanding of the many different patterns of human life. However, western civilization and its educational systems have developed into fragmented forms, resulting in numerous unrelated disciplines that disregard an overall perspective and do not promote the solution of multifaceted problems. This book proposes the unification of all knowledge and offers ideas for educational systems that consider human problems and prepare persons to live in a complex world. The benefits of interdisciplinary education include the fostering of human understanding, the seeking of mutual efforts toward solutions for human and social problems, and prevention of war. Factors involved in establishing successful interdisciplinary education programs include: (1) positive attitudes; (2) their emphasis and use by instructors; and (3) growth in the number of interdepartmental university seminars, programs, and research efforts. Appendices include information concerning the history, role, and interdependence of humanities, the social sciences, sciences, and ethics. (JHP)

ED 289 772
SO 018 494

Garson, G. David
Reagan's Political Imagery on Arms Control and SDI: Content Analysis in Political Science Using Washington PressText.
PUB DATE- 6 Sep 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, September 3-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; *Content Analysis; *Databases; *Disarmament; Evaluation Methods; Online Systems; Policy; Political Science; Social Science Research; Telecommunications; World Affairs
IDENTIFIERS- Reagan (Ronald); Shultz (George); *Strategic Defense Initiative; *Washington PressText

While President Reagan and Secretary of State Shultz shared the same policy goals, content analysis shows substantial differences with regard to arms control and the Strategic Defense Initiative (SDI), not only between Reagan and Shultz, but also among Reagan's roles as a political leader, as chief executive, and as statesman to the world community. Political images are intimately linked to the definition of the issue and may have profound long-term impact. The use of content analysis in research on political imagery is useful as a supplement to conventional research methods focusing on policy arguments. Washington PressText is a computer readable database which provides the full text of White House and United States Department of State news releases, policy statements, background information, and comprehensive coverage of all major domestic and international news. This paper details how PressText may be accessed through DIALOG, and how the information captured may then be analyzed by a content analysis system for microcomputers (e.g., the software package WordCruncher). (AEM)

ED 289 801
SO 018 725

The Big Jump: A Classroom Guide for Teaching Insurance to Teenagers and Young Adults through Creative Activities.

Credit Union National Association, Inc., Madison, Wis.
PUB DATE- 86
NOTE- 64p.
AVAILABLE FROM- National Credit Union Youth Program, 5910 Mineral Point Road, P.O. Box 391, Madison, WI 53701.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Programs; *Consumer Education; *Economics Education; *Health Insurance; Instructional Materials; *Insurance; Learning Activities; Objectives; Ownership; Postsecondary Education; Secondary Education; *Social Studies; Young Adults
IDENTIFIERS- *Automobile Insurance; *Life Insurance

This kit contains a teaching guide with objectives, answers, and instructions for each activity and spirit masters color coded to correspond with the appropriate chapter in the teaching guide. Five program segments are presented: (1) introduction to insurance; (2) homeowners/renters insurance; (3) automobile and motorcycle insurance; (4) health insurance; and (5) life insurance. With these activity-oriented materials, young adults can begin to understand insurance concepts and needs. Each unit is accompanied by numerous discussion and activity suggestions useful in teaching basic insurance concepts. Activities are designed to help students understand: (1) risk as an integral part of life; (2) basic principles of insurance; (3) responsibilities associated with ownership; (4) basic types of homeowners and renter insurance policies; (5) responsibilities and costs associated with ownership and use of a motor vehicle; (6) basic types of health insurance; and (7) basic types of life insurance. (SM)

ED 289 846
SP 029 730

Burke, Peter J.; And Others
The Teacher Career Cycle: Model Development and Research Report.
PUB DATE- Apr 87
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; *Delivery Systems; Elementary Secondary Education; *Incentives; Individual Needs; *Organizational Climate; *Professional Development; Research Needs; *Teacher Attitudes; Teacher Characteristics; Vocational Maturity

This study flows from a theoretical model that views teachers' careers in the context of a social systems approach. This paper reports an effort to utilize model building to generate research. A discussion is first presented on the process of model building, and a working model of teacher career stages is presented. The model is based on the following phases of a teaching career: (1) pre-service; (2) induction; (3) competency building; (4) enthusiastic and growing; (5) career frustration; (6) stable and stagnant; (7) career wind-down; and (8) career exit. The concerns and characteristics of teachers during each of these phases are described. A discussion is presented on the personal and organizational influences on the teacher's career cycle. Incentives for professional growth are analyzed, and a review is offered of diverse professional delivery modes. The research questions that formed the foundation for this study were derived from the Teacher Career Cycle Model. These questions concerned whether or not there are differences among career stages with regard to: (1) self-reported characteristics of teachers; (2) teacher identified personal and organizational environmental influences; (3) teacher identified appropriate incentives and rewards; and (4) teacher identified appropriate professional delivery models. Implications of the research findings are reviewed in terms of refinement of the Career Cycle Model and future research and practice. A 67-item reference list is included. (JD)

ED 289 891
TM 870 655

O'Brien, Francis J., Jr.
The Goldstein-Scheerer Tests of Abstract and Concrete Thinking. Test Review.
PUB DATE- Jul 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Abstract Reasoning; Adults; *Cognitive Tests; Concept Formation; *Diagnostic Tests; Elementary Education; Factor Structure; Intelligence; Intelligence Tests; Neurological Impairments; Psychological Testing; Scoring; Test Interpretation; *Test Reviews; *Test Validity
IDENTIFIERS- *Goldstein Sheerer Tests Abstract Concrete Think

The Goldstein-Scheerer Tests of Abstract and Concrete Thinking are reviewed. This evaluative summary supplements several reviews in the Mental Measurements Yearbook series. The Goldstein-Scheerer tests are used by clinicians and researchers to distinguish normal individuals (those able to engage in two qualitatively different levels of cognitive behavior--concrete and abstract) from abnormal individuals (organically impaired as well as psychiatric sub-groups, capable of concrete behavior only). The concrete and abstract attitudes are not acquired or learned but are capacity levels of the entire personality. The eight characteristics of the abstract attitude are listed, as well as descriptions of the five sub-tests making up the individual performance test battery: (1) Goldstein-Scheerer Cube Test; (2) Gelb-Goldstein Color Sorting Test; (3) Gelb-Goldstein-Weigl-Scheerer Object Sorting Test; (4) Weigl-Goldstein-Scheerer Color Form Sorting Test; and (5) Goldstein-Scheerer Stick Test. Intended practical applications, intended clientele, and the fact that the test manual includes no standard scoring system are briefly discussed. A number of validity studies, published from 1945 to the present, are reviewed. Cost of the test is also mentioned. (MAC)

ED 289 919
TM 870 756

Delaware Educational Assessment Program. 1986 Statewide Test Results. Summary Report.

Delaware State Dept. of Public Instruction, Dover.
PUB DATE- 86
NOTE- 27p.; For a related document, see TM 870 659.
AVAILABLE FROM- Delaware State Board of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (microfiche).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Achievement Gains; *Achievement Tests; Basic Skills; Comparative Testing; Educational Assessment; *Educational Testing; Elementary Secondary Education; Language Tests; Mathematics Tests; Reading Tests; School Districts; Scores; Standardized Tests; State Norms; *State Programs; *Testing Programs

IDENTIFIERS- *Comprehensive Tests of Basic Skills; *Delaware Educational Assessment Program

During April, 1986, approximately 60,000 Delaware public school students in grades 1 through 8 and in grade 11 were administered a battery of achievement tests as part of the state-funded Delaware Educational Assessment Program (DEAP). The Comprehensive Tests of Basic Skills (CTBS) in reading, language arts, and mathematics was administered. In addition, science and social studies were tested at grade 11. Results showed that the overall performance by Delaware students tested (regular and special education combined) was above the national average in all content areas at all grade levels. In all grades, Total Mathematics scores were higher than Total Reading scores. In all grades for which Total Language scores were available, Total Language scores were higher than Total Reading scores. In comparisons across grades, students in the primary grades generally obtained higher scores than those in upper grades. These trends across grades and subtests are the same as those reported in the 1984 and 1985 Statewide Test Results Report. (This report includes a breakdown of test scores by school district, as well as important factors that make each district unique. Component objective data are shown in the appendix by content area.) (KSA)

ED 289 743
SE 048 828

Wilson, Beth, Ed.
Making Sense of the Future. A Position Paper on the Role of Technology in Science, Mathematics, and Computing Education.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 88
NOTE- 32p.; Photographs may not reproduce well.
CONTRACT- 400-83-0041
AVAILABLE FROM- Publications, Educational Technology Center, 337 Gutman Library, Appian Way, Cambridge, MA 02138.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Computer Science Education; *Computer Uses in Education; Curriculum Development; Educational Technology; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; *Instructional Innovation; Mathematics Education; Mathematics Instruction; Problem Solving; Science Education; Science Instruction; Teaching Methods
IDENTIFIERS- *Mathematics Education Research; *Science Education Research

Since 1983, the Educational Technology Center at the Harvard Graduate School of Education has studied the uses of computers and other technologies to improve K-12 instruction in science, mathematics, and computing. Collaborative research groups--including scientists and mathematicians, practicing teachers, learning theorists, and software designers--have focused on "targets of difficulty," or curricular topics that are both crucial to students' further progress in these fields and widely recognized as difficult to teach and learn. More than 15 research projects have been completed to study the nature of students' difficulties, clarify the educational advantages that computer technology offers, and design experimental lessons that use computers as well as traditional materials to address these difficult topics. Three research groups tried promising teaching units in five Massachusetts high schools to learn about their use in regular classrooms and schools. This monograph summarizes the results of the Educational Technology Center's work and their implications for policy makers, school practitioners, and others concerned about science and mathematics education. The findings of the research project fall into three categories: (1) teaching and learning; (2) technology; and (3) implementation. (PK)

ED 289 787
SO 018 653

Friend, Audrey J.; Thompson, Karen
A World of Fiction: Global Insights in Fictional Literature.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
PUB DATE- [87]
NOTE- 31p.; Project derived from the Global Studies Institute (Sturbridge, MA, July, 1986). Document contains faint, broken print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *Cross Cultural Studies; *Geographic Concepts; Geographic Location; *Geography Instruction; Global Approach; Instructional Materials; Junior High Schools; Learning Activities; Map Skills; Middle Schools; Reading Skills; *Social Studies; Writing Skills
IDENTIFIERS- Contemporary Literature; Historical Fiction

Expanding student knowledge of basic geographic concepts through fictional literature is the goal of this instructional guide. During a 2-week Global Studies Institute, held at Sturbridge, Massachusetts, teachers and librarians selected motivational books of contemporary and historical literature appropriate to middle school students and developed instructional activities to teach basic geographic concepts. The following criteria were used to select 10 books: (1) the geographic or historic elements; (2) the appeal of the characters to middle schools students; and (3) the literary quality of the fictional work. In each book, physical and/or cultural geography was to be a key factor influencing the story. The activities are designed to teach five basic geographic concepts: (1) climate; (2) economic situations; (3) physical features and distances; (4) cultural patterns; and (5) historical backgrounds. Skill development activities emphasize map reading, reading, and writing skills. (SM)

ED 289 815
SO 018 840

Remy, Richard C.; And Others
Teaching about National Security: Instructional Strategies and Lessons for High School Courses in History, Government, Geography, Economics.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Ohio State Univ., Columbus. Mershon Center.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-941339-04-1
PUB DATE- 87
NOTE- 162p.; The exemplary lessons presented in this book are taken from five books of lessons developed by the National Security in the Nuclear Age Project (NSNA), an activity of the Mershon Center's Citizenship Development for a Global Age Program (Ohio State University). Also sponsored by the W. Alton Jones Foundation, Charlottesville, VA.
CONTRACT- 400-86-0020
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Charts; Class Activities; Concept Teaching; Curriculum Guides; Data Interpretation; Economics; Geography; Graphs; Instructional Materials; Learning Strategies; Map Skills; *National Security; *Nuclear Warfare; Primary Sources; Role Playing; Secondary Education; Simulation; *Social Studies; Tables (Data); Teaching Methods; United States Government (Course); United States History; World History

The instructional techniques illustrated in this book present a method of infusing national security issues into the five principal social studies courses of U.S. history, world history, U.S. government, economics, and geography. Chapter 1 discusses the meaning and evolution of the term national security in its general and educational contexts. The origins and current state of national security as a field of study is outlined in chapter 2. Key themes and concepts providing a conceptual framework for curriculum development are also provided in chapter 2. Instructional strategies and 15 sample classroom lessons that illustrate each strategy are described in chapters 3 through 10. Each lesson is a complete instructional activity, containing instructional objectives and suggested procedures as well as material that can be readily duplicated for students. Suggested procedures to use to integrate the lesson with the classroom textbook are provided for each lesson. The instructional strategies employed include concept learning, decision making, case study, analysis of primary sources, role-playing, mapping exercises, interpretation of data in tables, charts and graphs, and issue analysis. The book concludes with a 35-item annotated bibliography on national security issues. (SM)

ED 289 830
SP 029 636

Teacher Expectations Action Packet. Research, Strategies and Programs for Special Populations.
Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- 87
NOTE- 29p.; For a related document, see SP 029 618.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Class Organization; Elementary Secondary Education; *Expectation; Low Achievement; Research Utilization; *Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness; Teacher Student Relationship; Teacher Workshops

An overview is presented of research findings on how teacher expectations of student performance may alter the ways that teachers treat students, and the possible negative effects of such differential treatment on the behavior and learning of students for whom the teacher holds low expectations. A discussion follows on the teaching implications of research findings that point to effective ways to improve student performance. Findings are discussed on the topics of: (1) when and how to praise students; (2) the effective use of questions; and (3) student seat assignments in the classroom. Brief descriptions are offered of five exemplary teacher inservice programs focusing on teacher expectations. References are included. (JD)

ED 289 862

SP 029 770

Seeman, Howard
Preventing Classroom Discipline Problems. A Guide for Educators.
REPORT NO.- ISBN-0-87762-533-6
PUB DATE- Jan 88
NOTE- 313p.
AVAILABLE FROM- Technomic Publishing Co., Inc., 851 New Holland Ave., Box 3535, Lancaster, PA 17604 ($29.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Classroom Communication; *Classroom Techniques; Discipline Policy; *Discipline Problems; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Student Motivation; *Teacher Response; *Teacher Student Relationship

This book presents suggestions for preventing and handling discipline problems that can be immediately applied by the teacher, or by teacher-educators working with teachers and prospective teachers. The book can either be used as a "self-help guide" for the classroom teacher, or as a "training manual" for teacher-educators and administrators. Each chapter offers an explanation of the discipline problem, a description of the skills needed to remedy the problem, actual reports from teachers who had these problems and learned coping skills, and training exercises and checklists. The book is divided into three parts: (1) Understanding the Problem and the Proper Approach; (2) Prevention: The Sources of Disruptive Behavior; and (3) Handling the Sources of Disruptive Behavior. An indexed, systematic list of sources of disruptive behavior and remedies are appended. (JD)

ED 289 878
SP 029 803

Intramurals and Club Sports. A Handbook.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-330-5
PUB DATE- 86
NOTE- 116p.; Photographs will not reproduce well.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancillary School Services; Elementary Secondary Education; *Intramural Athletics; Lifetime Sports; Physical Activities; *Physical Education; *Program Development; *School Recreational Programs; *Team Sports

The nature of intramural programming has changed over the years; competitive leagues do not dominate the schedule of events as they once did. Strategically placed throughout the year are at least four other programming options, which include self-paced programs, challenge activities, social events, and club sports. This handbook provides the intramural director with information that will assist in developing the first time program or improving the long standing one. It contains activities and administrative procedures that can be adapted to insure a successful program. The four sections of the handbook deal with program philosophies, organization and administration, sports tournaments and special events, and sports clubs. (JD)

ED 289 905
TM 870 732

Quinn, D. William; Gale, Larrie E.
Evaluating the Implementation of the Economic Education Curriculum in Utah Schools.
Wasatch Inst. for Research and Evaluation, Logan, UT.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.

PUB DATE- Jan 87
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; *Economics Education; Elementary Secondary Education; *Instructional Material Evaluation; Instructional Materials; Program Development; Program Evaluation; *Program Implementation; Questionnaires; *Surveys; Workshops
IDENTIFIERS- Utah

The Wasatch Institute for Research and Evaluation (WIRE) evaluated the Economic Education in Utah Schools program to aid future implementations of the program curriculum materials. This evaluation includes: (1) responses to an evaluation survey of participants at a Utah State Economics Curriculum Conference at Brian Head, August 12-15, 1986; (2) an examination of related program documents; (3) consultation with program personnel and program documents to revise the final report; (4) an evaluation of the dissemination workshop at the annual Utah Education Association meeting; and (5) a review of the process and products of the program by an instructional development expert. Results, including implementation progress in classrooms as well as local workshops' dissemination of materials, are summarized in this report. Extensive attachments provide detailed findings from the survey, the survey instrument and procedures, and the full report of the expert review. Recommendations are presented for improving both the implementation and development processes. These include coordination of workshops through key personnel in each school district, additional funding for district workshops, more contact between local curriculum leaders and the state economics curriculum specialist, better use of the most talented and experienced curriculum developers, and adherence to specific guidelines for developing instructional materials. (JGL)

ED 289 950
UD 025 964

Brown, Warren A.; Pokalsky, Kenneth J.
Patterns of Migration in New York State, 1980-1985. A Special Report.
Public Policy Inst., Albany, NY.
PUB DATE- Jul 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Demography; Employment Opportunities; Migrants; *Migration; *Place of Residence; Population Distribution; *Population Trends; Public Policy; *Residential Patterns
IDENTIFIERS- *New York

This special report analyzes patterns of migration in and out of New York State from 1980 to 1985, based on the "Current Population Survey: Annual Demographic File, 1985" and a mail survey of current and former New York residents. A brief summary and analysis of population loss during the 1970s is discussed. Data are presented from the research inquiry, which attempted to answer the following questions: (1) is the population loss continuing; (2) what factors motivate people to move in and out of the state; (3) what do interstate migrants see as the positive and negative aspects of New York as compared to other states; and (4) what implications do these migration patterns have for public policy. The findings are that the population increased by 1.3 percent between 1980 and 1985. Half of these migrants were from places other than the other 49 states. People moved into New York mostly because of the attractive employment opportunities in the state. Negative attributes of New York, as compared to other states, were the cost and availability of housing, taxes, transportation, and the environment for raising children. Detailed answers to the research questions are presented in 20 tables. The two appendices contain tables showing (1) estimates of the resident population of each of the states as of July 1, 1985, and (2) the population change for New York State by county between 1980 and 1985. (VM)

ED 289 773
SO 018 501

Community School Board Elections: A Social Studies Planning Guide. Grades 1-12.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

PUB DATE- 80
NOTE- 17p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Boards of Education; *Citizenship Education; Civics; *Elections; Elementary Secondary Education; Local Government; *Public Schools; School Districts; *Social Studies; Voter Registration; Voting
IDENTIFIERS- *New York (New York)

Student involvement in the democratic process and understanding of the nature of public schools can be enhanced through the study of community school board elections. The materials in this instructional guide present basic information with related student learning activities to assist teachers in planning an election mini-unit. The unit may be handled as current affairs or related to social studies topics. Basic information and student activities cover the following topics: (1) "What is a community school district?" (2) "How does the community school board affect us?" (3) "Who can vote?" (4) "How does a voter register?" (5) "How does one become a candidate?" (6) "Where do people vote?" (7) "How does a person vote?" and (8) "How are votes counted in proportional representation?" Culminating activities include making posters, organizing a school essay contest, preparing bulletin boards and school booklets, and writing letters to newspapers. Outline maps of the New York School City Board districts by borough are attached. (SM)

ED 289 802
SO 018 738

Lewin, Philip
Objectivity as Passionate Appropriation.
PUB DATE- 23 Oct 87
NOTE- 15p.; Paper presented at the Annual Humanities and Technology Conference (11th, Atlanta, GA, October 22-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); Models; Theories; *Theory Practice Relationship
IDENTIFIERS- *Objectivity

Objectivity is frequently described as a model of "objectivism" or transparent observation of an unproblematically given external world conducted by a completely neutral observer. However desirable objectivism is in theory, the presuppositions it makes in favor of a disembodied and decontextualized cogito, and against the inclusion of the intersubjective life-world and the affect render it impossible in practice. To the extent objectivity relies on a model of objectivism, it is itself delegitimized. In contrast to objectivism, a more legitimate model may be that in which objectivity is understood as an act of passionate appropriation, in which a committed approach to a phenomenon clarifies that which is pre-reflectively anticipated; thus the cogito is re-embedded in that which supports it. Both the transparency of the phenomenon and the neutrality of the observer are intentionally relinquished in favor of their circumspectful reincorporation into empirical inquiry. This model seeks to re-integrate the life-world and the affect, without reintroducing the willful distortions of an unbridled subjectivity. Still, while in this model objectivity becomes impossible, it also becomes fallible. Fourteen references are listed. (AEM)

ED 289 847
SP 029 732

Strickland, James F., Jr.; And Others
Preservice Teachers' Perceptions of Qualities Exhibited by Effective Teachers.
PUB DATE- [86]
NOTE- 16p.; For a related document, see ED 279 625.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Majors; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Student Attitudes; *Teacher Characteristics; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Skills

This study sought to determine preservice teachers' perceptions of qualities exhibited by effective teachers, and differences in perceptions among groups of preservice teachers categorized on the basis of four background variables: (1) academic major; (2) sex; (3) cumulative grade point average; and (4) stage of academic development in a teacher preparation program. Subjects of the study were 336 preservice teachers. The survey instrument used in the study collected background information and ratings on 19 different qualities as to whether they were very important, important, or not important for effective teachers. An analysis of the findings noted as significant that considerations of pedagogy, subject-matter knowledge, and concern for students were all represented among the set of teacher qualities rated most highly. Results indicated a tendency among elementary and special education majors to attach more importance to certain student-centered qualities than did secondary and health and physical education majors. Secondary majors tended to attach more importance to certain subject-matter qualities. Survey findings are presented in tables. (JD)

ED 289 935
UD 025 947

Birman, Beatrice F.; And Others
The Current Operation of the Chapter 1 Program. Final Report from the National Assessment of Chapter 1.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- OR-87-504
PUB DATE- 87
NOTE- 288p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Educational Assessment; *Educational Legislation; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; *Federal Legislation; Instructional Effectiveness; Program Administration; *Program Evaluation; School Effectiveness; Staff Utilization
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This final report is part of a national assessment on the Chapter 1 Compensatory education program. The assessment, which began in 1984, includes national data through 1987. The topics covered in the report are the following: (1) program framework; (2) findings and implications of the national assessment; (3) distribution, character, and selection of the schools and students; (4) overview of services; (5) effective educational practices in Chapter 1 programs; (6) relationship between Chapter 1 and the regular school program; (7) Chapter 1 in the school setting; (8) services to private school students; (9) effects of new Chapter 1 standards for local procedures; (10) effects of reduced application and reporting requirements; (11) organization and staffing of Chapter 1 programs; (12) state and federal oversite and assistance activities; (13) state and local administrative burden; (14) legislative options; and (15) options for policymakers. Four appendices include: (1) Congressional Mandate and Index of Issues; (2) National Assessment of Chapter 1 surveys and studies; (3) Administrative History and Status; and (4) Description of School and District survey samples, standard error calculation and significance Tests. (VM)

ED 289 759
SO 018 326

Sabar, N.; And Others
The Effect of Direct Contact with Jews on Attitudes of Israeli Arab Youth and Its Implications on Designing a New Curriculum.
PUB DATE- 87
NOTE- 14p.; Paper presented at a round table session of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabs; Attitude Change; Attitude Measures; *Attitudes; *Childhood Attitudes; Curriculum Design; *Curriculum Development; Data Interpretation; Educational Research; Elementary Education; Elementary Schools; Elementary School Students; Foreign Countries; *Interaction Process Analysis; Intergroup Relations; *Jews; Stereotypes; Surveys
IDENTIFIERS- *Israel

This summary describes the results of a survey that served as a needs assessment, preceding the development of a curriculum for both Arab and Jewish elementary schools in Israel. The curriculum's goals were to educate children to create interethnic contacts on a basis of mutual equality and respect for each other and their cultures. Previous attitudinal research, along with personal and intermediate culture contact studies, were described. This study tested the effect of direct contact with Jews on the attitudes of Arab children, as well as Arab children's readiness for contact with Jewish youth, and the effect of stereotypes on that readiness. The sample population included 268 seventh grade students in Arab schools located in two Arab villages, two Arab cities, and two cities of mixed Arab and Jewish populations. Results indicated that: (1) previous contact did increase readiness for further social contacts, and programs that involve actual contacts between children from the two societies should be encouraged; (2) the designed curriculum should have special preparation activities for those Arab children who come from Arab settlements and do not have the required readiness for social contacts; and (3) curricula for interethnic groups should develop activities that stress direct contact, rather than the current emphasis which focuses on changing stereotypes. Tables are included. (JHP)

ED 289 831
SP 029 651

Orlando, Lynn S.; Young, Steven K.
How To Write Educational Materials for Targeted Audiences.
PUB DATE- 7 Nov 87
NOTE- 28p.; Paper presented at the Conference of the Mid-Atlantic Association of Museums (Saratoga Springs, NY, November 7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Content Area Reading; *Curriculum Development; Elementary Secondary Education; *Exhibits; *Instructional Development; Instructional Materials; *Museums; Teaching Methods

The purpose of this document is to assist museum personnel in developing appropriate exhibits, materials, and teaching procedures to ensure an exciting and informative museum experience for students. Objectives for the museum experience as well as ways to meet these objectives are presented. Sections of the booklet discuss: (1) presentation of educational materials; (2) ways that reading ability and skill level affect student achievement, motivation, and behavior; (3) vocabulary development; (4) exhibit labels; (5) questioning strategies; (6) museum tours; (7) effective learning in a museum; (8) teaching and learning principles for museums; (9) instructional material readability; (10) adapting materials for learners' ability levels; (11) comprehending written discourse; and (12) schema theory, comprehension, and retention. This booklet emphasizes that the development of effective materials geared toward the ability of the leaners is critical to the success of the museum experience. A 43-item reference list is appended. (CB)

ED 289 863
SP 029 773

Shulman, Judith H.
Expert Witnesses: Mentor Teachers and Their Colleagues.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For related document see SP 029 774.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Beginning Teachers; Elementary Secondary Education; *Master Teachers; *Mentors; Peer Relationship; Principals; *Role Conflict; *Teacher Administrator Relationship; Teacher Evaluation

This paper illustrates the tensions that can arise between mentors and administrators as they seek to implement a new definition of their respective roles. The paper focuses on the strains of the mentor/principal relationship in the Los Angeles Unified School District, California. The problem examined is that of the complications faced by mentor teachers in asserting the role of instructional leader with principals who have traditionally assumed that role. Twenty-two mentor teachers each wrote six vignettes describing their successful and less successful experiences with their assigned mentee teachers, and their relationships with administrators and other colleagues. An analysis is presented of six vignettes. The first two deal with the mentors' reactions to inappropriate requests from their principals. The next pair illustrate how a mentor-teacher relationship can be compromised when a principal inappropriately divulges confidential information to the mentee. The last two cases illuminate the mentors' frustration when they work with mediocre neophytes. Some of the cases are accompanied by reactions from other teachers. A discussion of the analysis highlights problems in the areas of nation-wide induction programs, and the evaluation of teachers. Two model teacher evaluation systems are briefly described. (JD)

ED 289 892
TM 870 656

Schwarz, Norbert

How Respondents Use Response Alternatives To Estimate Behavioral Frequencies.

PUB DATE- May 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association for Public Opinion Research (Hershey, PA, May 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Behavior Rating Scales; Constructed Response; Foreign Countries; Higher Education; *Questionnaires; *Response Style (Tests); Schemata (Cognition); *Self Evaluation (Individuals); *Social Desirability; Television Surveys; Television Viewing; Test Construction; *Test Format; Test Validity
IDENTIFIERS- *Frame of Reference Model; West Germany

Adults' responses to a survey of television viewing were investigated to examine the premise that respondents assume that the range of precoded response alternatives reflects the researcher's knowledge of the distribution of opinions or behaviors in the population. Responses are, therefore, a function of the response alternatives provided. Respondents assume that the average respondent is represented by the values in the middle range of the response alternatives, and that the values at the extremes of the scale also represent the extremes of the distribution. These assumptions may mediate the impact of response alternatives on respondents' reports in two ways. Respondents may either use the range of the response alternatives as a frame of reference in estimating their own behavioral frequencies, or they may be reluctant to report frequencies that appear extreme in the context of the scale. Three experiments were conducted to differentiate between the frame of reference and the social desirability hypotheses. Subjects included American undergraduate students and West German adults. The results of all studies favored the frame of reference hypothesis, i.e. that respondents use the range of the response alternatives as a frame of reference in estimating their own behavioral frequencies. (Author/MAC)

ED 289 920
TM 870 766

Connecticut Basic Skills Proficiency Test, 1986-87. Mathematics, Basic Writing Skills in the Language Arts, Reading. Summary and Interpretations.

Connecticut State Board of Education, Hartford.
PUB DATE- 87
NOTE- 50p.; Several tables and figures contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Achievement Tests; Grade 9; High Schools; Language Tests; Mathematics Tests; Minimum Competencies; *Minimum Competency Testing; Reading Tests; Scores; *State Programs; Test Construction; *Testing Programs; *Test Results; Trend Analysis; Writing Evaluation
IDENTIFIERS- Connecticut; *Connecticut Basic Skills Proficiency Test

This booklet interprets and summarizes the results of the Connecticut Statewide Basic Skills Proficiency Test as administered to ninth graders in October, 1986. The test measures basic skills in reading and mathematics, and basic writing skills in the language arts. The test is used to identify students who require further remediation in order to participate successfully in ninth-grade classes. The 1986 results showed that 90 percent of the students met or exceeded the Statewide Level of Expected Performance (SLOEP) in reading, writing, language arts, and mathematics for the third consecutive year. Although the percent of urban students at or above the SLOEP increased in all areas, large cities continued to have the highest percent of students in need of remedial assistance (40.1%). In addition, this publication includes sections covering the following: (1) Designing the Mathematics, Basic Writing Skills, Language Arts and Reading Tests; (2) Test Development Procedures including Pilot Testing and setting the SLOEP; (3) Test Administration and Scoring; and (4) The October 1986 Proficiency Test Results by type of community, school district, state and individual students. Tables are included comparing the statewide results of each of the 1986 tests with the previous six years' scores. Five writing samples are included to illustrate holistic scoring standards. (KSA)

ED 289 788
SO 018 660

Brouch, Virginia M., Ed.; Funk, Fanchon F., Ed.
Appleseeds: For Beginning Art Teachers.
National Art Education Association, Reston, Va.
PUB DATE- 87
NOTE- 46p.
AVAILABLE FROM- National Art Education Association, 1916 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Appreciation; *Art Education; Art Materials; *Art Teachers; *Classroom Techniques; Discipline; Discipline Problems; Educational Objectives; Educational Resources; Field Trips; Lesson Plans; Student Motivation; Teacher Responsibility; *Teaching Methods; Teaching Styles

This booklet contains contributions from experienced art teachers to introduce beginning art teachers to the field. Sections are titled (1) "Plan Plot Scheme," stressing the importance of a flexible lesson plan; (2) "Discipline," providing insights into how and when to take disciplinary actions; (3) "Exhibit," stressing the potential value of exhibiting student art work; (4) "Advertise Art," discussing several ways to motivate others with regard to art programs; (5) "Routines," discussing the importance of having daily classroom routines and suggesting some that have been useful to others; (6) "Recognize," showing that art teachers need to be able to recognize a variety of things in young learners and that these learners profit from recognition; (7) "Personality," discussing different outlooks and methods that should be maintained by teachers; (8) "Responsibility," defining some roles of art teachers; (9) "Goals," presenting possible goals of art teachers and ways to achieve them; (10) "Composition," stressing the importance of introducing students to many mediums and methods; (11) "Field Trips," stressing their importance and suggesting ideas for some; (12) "Evaluation," discussing different aspects of evaluation of the teacher and the student; (13) "Resources and Inspirations," giving the personal feelings of a few instructors; (14) "Nitty-Gritty Real Stuff," suggesting innovative materials, where to find them, and how to use them; and (15) "Hard Times," showing that art teachers face difficulties but prevail. (AEM)

ED 289 879
SP 029 804

Physical Education NCATE Guidelines.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
REPORT NO.- ISBN-0-88314-368-2
PUB DATE- 87
NOTE- 142p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publications, P.O. Box 704, Waldorf, MD 20601 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Academic Standards; Bachelors Degrees; Course Content; *Curriculum Design; *Degree Requirements; Doctoral Degrees; Higher Education; Masters Degrees; *Physical Education; Preservice Teacher Education; *Program Evaluation; *Teacher Education Programs

The purpose of this monograph is to familiarize physical education teacher educators with the process and content associated with a National Council for the Accreditation of Teacher Education (NCATE) review of undergraduate physical education teacher education programs. A framework was developed that reflects the state of the art in terms of teacher preparation in physical education, soundly based in the literature concerning teacher education in physical education, and acceptable to a majority of teacher education professionals. Generalized guidelines were developed that reflect three inter-related components of physical education teacher education--the study of physical education teaching speciality, physical education as a profession, and pedagogical elements of physical education. The first section of the monograph is an instructional manual for NCATE evaluations at the undergraduate and graduate levels, and advanced programs. Section two presents guidelines and standards for undergraduate academic courses in physical education. (JD)

ED 289 906
TM 870 733

Mumford, Michael D.; And Others
An Empirical System for Assessing the Impact of Aptitude Requirement Adjustments on Air Force Initial Skills Training.
Advanced Research Resources Organization, Bethesda, Md.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
REPORT NO.- AFHRL-TR-86-19
PUB DATE- Sep 87
NOTE- 116p.; Appendix B is marginally legible.
CONTRACT- F33615-83-C-0036
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Aptitude Treatment Interaction; *Course Content; Labor Force Development; Mathematical Models; *Military Personnel; *Military Training; Occupational Surveys;

*Outcomes of Education; Path Analysis; Predictive Measurement; Training Objectives; *Vocational Aptitude
IDENTIFIERS- Air Force; Armed Services Vocational Aptitude Battery

A multivariate modeling approach was developed to assess the impact of changes in aptitude requirement minimums on U.S. Air Force technical training outcomes. Initially, interviews were conducted with technical training personnel to identify significant student inputs, course content, and training outcome variables. Measures of these variables were formulated on the basis of personnel records and routinely available training documents, and data were assembled for over 5,000 trainees in 39 initial-skills courses at five Air Force bases. A cross-validation sample consisted of about 1,000 trainees in nine courses. Using formal path analysis (LISREL V computer program), an empirical model of the training process was developed. Although aptitude was one of the best predictors of the quality of student performance, it interacted with a variety of other student input and course content variables in determining training outcomes. Course content variables tended to be defined by course subject-matter difficulty, occupational difficulty, and manpower requirements. Counseling mediated the relationship between training performance and distal training outcomes such as retraining time and student elimination. Appendices present sample interview questions, an Air Force policy document on student measurement (with reporting forms), and tables of input statistics and path analysis results. (LPG)

ED 289 951
UD 025 966

Gallup, Alec M.; Clark, David L.
Public's Attitudes toward the Public Schools. The 19th Annual Gallup Poll.
PUB DATE- Sep 87
NOTE- 15p.; For 18th annual poll, see UD 025 641.
AVAILABLE FROM- Gallup Poll, Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (25 copies for $10.00; additional copies $.25 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Attitudes; Educational Improvement; Elementary Secondary Education; Parents; *Public Opinion; *Public Schools; *School Choice; Social Problems
IDENTIFIERS- *Gallup Poll

This nineteenth annual Gallup Poll of public attitudes toward public schools focuses on educational policies of the Reagan Administration, and continues to monitor trends and opinions on questions about schooling. Questions and responses are included for the following categories: (1) Perceived Improvements in Local Public Schools; (2) Perceived Improvement in Student Achievement; (3) Raising Standards; (4) Reporting Achievement for Comparison; (5) Support for Parental Choice; (6) Emphasis on the Basics; (6) Government and the Schools; (7) Character Education in the Schools; (8) School Prayer; (9) Grading the Public Schools; (10) Grading School Personnel; (11) Liberal Arts Degrees for Teachers; (12) Support for Sex Education; (13) Most Important Problems Facing Local Public Schools in 1987; (14) The Public's Knowledge of Local Schools; and (15) The Public's Knowledge of Issues in Education. A description of the research procedure is included and directions are given for ordering copies of the poll. (VM)

ED 289 744

SE 048 829

Guidelines for Computer Mathematics I.
Texas Education Agency, Austin.
PUB DATE- 87
NOTE- 32p.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Computer Oriented Programs; *Computer Uses in Education; Course Content; Geometry; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Number Concepts; Probability; Programing; Secondary Education; *Secondary School Mathematics; State Curriculum Guides; Statistics
IDENTIFIERS- *Texas

This document is designed to assist teachers and administrators in Texas in the planning and implementation of the course known as Computer Mathematics I. The philosophy and intent of the course is stated, along with credit allowed, prerequisite guidelines, guidelines for teacher preparation, suggested equipment needs, sample objectives, sample activities, sample sequence of topics, evaluation information, and resource information. (PK)

ED 289 774
SO 018 503

Riley, Olive L.; And Others
Art in the Elementary Schools: A Manual for Teachers. Curriculum Bulletin Number Eight. 1963-1964 Series.
New York City Board of Education, Brooklyn, N.Y.
REPORT NO.- ISBN-88315-450-1
PUB DATE- 64
NOTE- 175p.; Reprinted in 1986.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($8.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Appreciation; *Art Education; *Art Materials; *Creative Art; Creativity; Curriculum Development; Elementary Education; Experiential Learning; *Extracurricular Activities

This manual is intended to help elementary teachers: (1) recognize and achieve the objectives of the art program; (2) organize the classroom (including the equipment, art materials, and tools) to provide an atmosphere conducive to congenial living, and efficient working and learning; (3) plan painting, drawing, and craft activities so that children grow in satisfaction, competence, and appreciation; (4) recognize child growth in diversified creative art activities; and (5) understand how and when art activities can best be related to other curriculum areas. Specific chapter titles are "Introduction: The Art Program"; "Painting"; "Drawing"; "Modeling with Clay"; "Making Posters"; "Working with Paper"; "Using Cloth and Trimmings, Yarns and Fibers"; "Building with Blocks"; "Constructing with Wood and Other Materials"; "Puppets and Puppetry"; and "Developmental Stages in Art Activities." Nearly 50 references are cited. (AEM)

ED 289 803
SO 018 740

Steenland, Sally
Prime Time Power: Women Producers, Writers and Directors on TV.
National Commission on Working Women, Washington, D.C.
PUB DATE- Aug 87
NOTE- 33p.
AVAILABLE FROM- National Commission on Working Women of Wider Opportunities for Women Publications, 1325 G Street, N.W., Lower Level, Washington, DC 20005 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Civil Rights; Commercial Television; *Employed Women; Employment Practices; *Equal Opportunities (Jobs); Feminism; Sex Bias; Sex Discrimination; *Television; Television Research; Womens Studies

This report analyzes the number of women working in the following six decision making jobs in prime time television: (1) executive producer; (2) supervising producer; (3) producer; (4) co-producer; (5) writer; and (6) director. The women who hold these positions are able to influence the portrayal of women on television as well as to improve the number of women hired in other positions. Data were gathered from the 20 top-ranked television programs as defined by the Nielsen ratings for the 1986-87 season. The statistics provide both a snapshot of each television program's employment profile, as well as a larger view of the number of women working in key jobs on prime time television programs. Interviews were also conducted with producers, writers, directors, and network and studio executives in Hollywood and New York. The views of these executives are expressed throughout the report. The data showed: (1) only four of the top-rated television programs (20%) employ female executive producers, and three of those four shows also contained men as part of the executive producer team; (2) women work as supervising producers, producers, or co-producers on nine (45%) of the programs; (3) 17 programs had some scripts written by women; and (4) only four programs had female directors. One program employed no females. Despite internal and external barriers, more women are working in television than ever before. As women gain power in the industry, they can contribute their best efforts, the result of which will be a richer mix of programming than males alone can devise. A table illustrating the data is included. (SM)

ED 289 816
SO 018 900

Jennings, M. Kent
High School Seniors Cohort Study, 1965 and 1973 [machine-readable data file].
Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.; National Science Foundation, Washington, D.C.
REPORT NO.- EF-000219; ICPSR-7575
PUB DATE- 73
NOTE- Documentation for this file is included in a 244-page codebook of the same title (ISBN-0-89138-964-4) available from ICPSR. Related files include the "Student-Parent Socialization Study, 1965" (ICPSR-7286) and the "Youth-Parent Socialization Panel Study, 1965 and 1973" (ICPSR-7779).
AVAILABLE FROM- Inter-University Consortium for Political and Social Research (ICPSR), P.O. Box 1248, Ann Arbor, MI 48106. Telephone: (313) 764-2570. Available on both punched cards and magnetic tape (OSIRIS format). Prices available upon request.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Citizen Participation; Citizenship Responsibility; Cohort Analysis; Current Events; Educational Background; *Educational Trends; Ethnic Status; Extracurricular Activities; Family Characteristics; Grade 12; High Schools; *High School Seniors; Institutional Characteristics; National Surveys; Occupational Aspiration; *Peer Influence; Personality Traits; Political Affiliation; *Political Attitudes; Political Socialization; Public Affairs Education; Racial Distribution; Sampling; School Surveys; Sex; Social Attitudes; *Social Environment; Socialization; Social Studies; *Student Attitudes; Student Educational Objectives; Student Participation; Teacher Attitudes

The "High School Senior Cohort Study for 1965 and 1973" is a two-part machine-readable data file (MRDF) containing background information about the social and political climate of the peer groups and the entire senior classes of the high school students interviewed for the "Student-Parent Socialization Study, 1965" (ICPSR-7286). The schools in each year of the study were defined from the original 97 schools in the "Student-Parent Socialization Study." Seventy-seven (77) schools cooperated in 1965; eighty-five (85) schools cooperated in 1973. The 1973 data in the second of the two files were gathered largely to provide a trend line. Within cooperating schools, all members of the senior class were given paper-pencil questionnaires and were potential respondents. Respondents in 1965 amounted to 20,674 (85% response rate); respondents in 1973 amounted to 16,929 (74% response rate). The weighted data provide a sample that can be considered representative of all high school seniors in the United States during the mid-1960s. In both years of the study, several key political measures (e.g., trust, tolerance, cosmopolitanism, partisanship, and personal measures) were used that paralleled

ED 289 848
SP 029 733

Flaitz, Jim

Non-Academic Indicators of Teacher Effectiveness--A Review of the Literature.

PUB DATE- 11 Nov 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Admission Criteria; *Affective Behavior; *Cognitive Style; Elementary Secondary Education; Ethics; *Interpersonal Competence; Moral Values; *Personality Traits; Preservice Teacher Education; Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness

Initial steps have been taken at the national and state levels to eventually implement more rigorous procedures for screening and selecting teacher candidates. In most instances, however, the early stages of this process have focused primarily upon academic criteria for selection. Several research projects in recent years have attempted to identify and study "effective" teachers, and these efforts have suggested that many of the significant variables that seem to be associated with effective teaching are non-academic in nature. Instead, they indicate that personality factors, affective variables and value system factors, among others, are important in understanding the characteristics of effective teaching. The review of literature undertaken in this study was intended to compile the findings of the numerous investigations into non-academic factors associated with effective teaching and to analyze those findings to discover common patterns and trends. Conclusions were drawn and offered for consideration in the development of national and state certification procedures. Suggestions were also made for how this information can be integrated into procedures for identifying and selecting teacher education candidates for admission to teacher training programs. Sixty-eight references are appended. (Author/JD)

ED 289 936
UD 025 948

The Superintendent's Report to the Board of Education, School Year 1986-87.
District of Columbia Public Schools, Washington, D.C.
PUB DATE- 87
NOTE- 25p.; Photos and charts may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; *Cooperative Programs; Demography; Educational Assessment; Educational Technology; Elementary Secondary Education; School Districts; *Urban Education; *Writing Instruction
IDENTIFIERS- *District of Columbia Public Schools

This report by the Superintendent of schools in Washington, D.C., describes the activities and progress of the school system for the year 1986-87. It is the 21st largest school district in the United States, and one of the most culturally diverse. Progress is reported on all levels, with particular attention to the computer literacy program, which brought technology into virtually every area of learning. Demographic information about the students is presented. The following five areas of priority are reviewed: (1) elementary education; (2) secondary education; (3) educational technology; (4) writing improvement; and (5) new partnerships with other government agencies and the private sector. Photographs are included on each page. Statistical information is graphically displayed. Names and titles of the members of the Board of Education and the Superintendent's Executive Council are provided. (VM)

ED 289 760
SO 018 352

Abreu, Dan; And Others
Survey of Public Participation in the Arts: Musical Theater, Operetta, and Opera Attendees.
Ziff Marketing, Inc., Brooklyn, NY.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- 1 Apr 87
NOTE- 166p.; For related documents, see ED 287 764-765; ED 288 756-758; SO 017 949; SO 018 354-358; and SO 018 362-365.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art; Art Activities; Attendance; Attendance Patterns; Audience Analysis; *Audience Participation; Audiences; Cultural Activities; Data Analysis; *Music; Music Activities; National Surveys; Opera; Participant Characteristics; Participation; Research Reports; Surveys; *Theater Arts
IDENTIFIERS- *Operettas

Research presented in this report focuses on data obtained through the 1982 and 1985 "Survey of Public Participation in the Arts" and relates to musical theater, operetta, and opera attendance. The objectives of this study were to focus on those findings which might help opera or musical theater organizations attract and understand attendees and to present the findings in an accessible and useful format. Data are presented in categories representing attendance, attendees' backgrounds, arts participation, and attendees' lifestyles. Compiled data on musical theater, operetta, and opera attendees are examined according to those who reported attending in the most recent year studied: (1) a musical stage play, operetta, or opera; (2) a performing arts activity that was not a musical stage play, operetta, or opera; (3) a musical stage play, operetta, or opera both in live performances and through radio, television, or recordings; and (4) other forms of arts activities only, but listened to musical stage plays, operettas, or operas on radio, television, or recordings. Data are also examined concerning those persons who reported no attendance at a performing arts activity, an art museum, or an art gallery, and demographic factors affecting attendees and non-attendees are described. Numerous tables are included. (JHP)

ED 289 832
SP 029 652

Resnick, Lauren B.
Education and Learning To Think.
REPORT NO.- ISBN-0-309-03785-9
PUB DATE- 87
NOTE- 71p.
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Abstract Reasoning; Cognitive Ability; *Cognitive Processes; Creative Thinking; *Critical Thinking; Elementary Secondary Education; Higher Education; *Learning Strategies; Logical Thinking; Student Motivation; *Teaching Skills

An analysis is presented of the latest findings from psychology and education on how children acquire complex thinking skills and learn to reason, and how the schools can teach such skills more effectively. This paper reviews previous research, highlights successful learning strategies, and makes specific recommendations about problems and directions requiring further study. Among the topics covered are: (1) the nature of thinking and learning; (2) the possibilities of teaching general reasoning; (3) the attempts to improve intelligence; (4) thinking skills in academic disciplines; (5) methods of cultivating the disposition toward higher order thinking and learning; and (6) the integral role motivation plays in these activities. References are included. (JD)

ED 289 893
TM 870 658

Salkind, F. Jane; And Others
Burnout in Health Care Professionals as a Function of Coping Profiles, Locus of Control, and Self Esteem.
Akron Univ., OH. Office of Educational Research and Evaluation.
PUB DATE- Apr 87
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Affective Measures; *Burnout; *Coping; Death; Factor Structure; *Health Personnel; Higher Education; *Hospital Personnel; Locus of Control; *Personality Traits; Self Esteem; Sex Differences; Stress Variables

Registered nurses, interns, and residents from five hospitals in Ohio, Pennsylvania, and New Jersey were administered the Maslach Human Services Survey, Rosenberg's Self-Esteem Scale, Rotter's Locus of Control Scale, Newman's Alpha Omega Scale, and a demographic questionnaire. Results strongly suggested that an individual with high self-esteem and internal locus of control, who uses a High Bargaining-Low Anger Profile (as measured on the Alpha Omega Scale) regarding death and dying situations is less likely to experience burnout. Conversely, an individual who has low self-esteem, is more externally controlled and does not utilize any set coping style regarding death and dying situations is more prone to burnout. Nurses were experiencing a moderate degree of burnout. Interns and residents, a mostly male group, demonstrated more depersonalization. Six distinct profiles were determined by factor profile analysis on the Alpha Omega subscales--denial, anger, bargaining, depression, and acceptance. Frequency, rather than intensity of stress, was the contributing factor in burnout. Factors related to death and dying and hospital organization and administration also contributed to burnout. (RR)

ED 289 921
TM 870 768

Alexander, Francie
California Assessment Program. Annual Report, 1985-86.
California State Dept. of Education, Sacramento.
PUB DATE- 86
NOTE- 127p.
AVAILABLE FROM- Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Achievement Gains; *Achievement Tests; Comparative Testing; *Educational Assessment; Elementary Secondary Education; Mathematics Tests; Reading Tests; *School Demography; Science Tests; Scores; Social Studies; *State Programs; Student Characteristics; *Testing Programs; *Test Results; Writing Skills
IDENTIFIERS- California; *California Assessment Program

The California Assessment Program (CAP) collects a wide range of achievement and demographic data to help local schools and districts improve their instructional programs. Tests in the areas of English/language arts, mathematics, history-social science and science designed by California educators are administered to students in grades 3, 6, 8, and 12 annually. The introductory chapter to this annual report gives background data and information regarding the CAP. Scholastic Aptitude Test results are also summarized. Chapter 2 contains demographic data revealing California's diversity in student population, including ethnic group, language fluency, and socioeconomic status. The number of various types of courses taken by twelfth graders is included along with the amount of time students spend watching television, reading for pleasure, doing homework, and working on writing assignments. The body of this report, as seen in chapters 3 through 6, contains information about the 1985-86 results for reading, written expression, mathematics, history-social science, and science. Statewide results showed improvement for all test scores for all grade levels and all content areas except two. The two declines occurred in grade eight history-social science and grade twelve reading. The observations and recommendations of teachers and local curriculum specialists appear in the content area chapters. (KSA)

ED 289 745
SE 048 830

Narode, Ronald
Qualitative Graphing: A Construction in Mathematics.
PUB DATE- 86
NOTE- 12p.; Paper presented at the Conference on Reasoning and Higher Education (Boise, ID, March 14-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Analytic Geometry; *College Mathematics; Content Area Writing; *Graphs; Higher Education; Logical Thinking; Mathematical Logic; Mathematics Curriculum; *Mathematics Instruction; Problem Solving

This document argues that qualitative graphing is an effective introduction to mathematics as a construction for communication of ideas involving quantitative relationships. It is suggested that with little or no prior knowledge of Cartesian coordinates or analytic descriptions of graphs using equations students can successfully grasp concepts of change and rates of change as well as using multiple representations to convey their understandings. Through discussion of their solutions with each other, students also observe multiple solutions which generate debate and controversy. It is argued that having students write their own thoughts on a graphing problem will encourage further development of self-monitoring and metacognition. Diagrams are included. (PK)

ED 289 789
SO 018 666

Anderson, Charlotte C.
How Fares Law-Related Education?
National Association of Secondary School Principals, Reston, Va.
PUB DATE- 5 May 87
NOTE- 14p.
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Curriculum Development; Educational Strategies; Information Sources; *Instructional Effectiveness; *Law Related Education; Outcomes of Education; Secondary Education; *Social Studies; *Student Attitudes; Student Behavior; Student Participation; Teaching Methods

This document examines the state of the law-related education (LRE) movement, which began about 25 years ago with the efforts of teachers and lawyers who wanted to give greater attention to the Constitution and the Bill of Rights. Descriptions are given of 10 successful high school LRE programs and 5 supportive national organizations. A 3-year study (conduted by the Social Science Education Consortium and the Center for Action Research) that measured law related education's (LRE) impact on students indicated that students who participate in quality LRE programs are less likely than their peers to be truant, smoke marijuana, cheat on tests, and commit felony acts. Their attitudes toward school and police are more favorable, and they tend to avoid contact with delinquent fellow-students. Instructional characteristics that contribute to "quality" LRE programs include: (1) adequate preparation and use of outside resource persons; (2) clearly stated learning objectives and sufficient time for instruction; (3) judicious use of illustrative material and management of controversy; (4) active participation by students; (5) involvement of building administrators; and (6) professional peer support for teachers. Other evidence indicating the importance of law related education on the curriculum include such facts as: (1) textbook publishers are developing LRE materials; (2) a recent study by Carole Hahn shows that the subject most frequently being added to the social studies program was LRE; and (3) many junior and senior high schools give enthusiastic testimony about the outcomes of the law related classes. The report concludes with a listing of state sources for materials and information for teaching LRE. (SM)

ED 289 864
SP 029 774

Shulman, Judith H.; Colbert, Joel A.
Cases as Catalysts for Cases.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For related document, see SP 029 773.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; Elementary Secondary Education; Inservice Teacher Education; *Interprofessional Relationship; *Master Teachers; *Mentors; *Personal Narratives; Program Development; Teacher Role; *Teaching Experience

For the past three years, case studies have been conducted of a school district's implementation of the California Mentor Teacher Program. For two of the case studies, interview data of mentors and their mentees were distilled into vignettes about how mentors and teachers worked together. At the end of this project, researchers used several research-based vignettes of teachers' interactions with mentor teachers during inservice activities with local mentor teachers, staff developers, and district administrators. The vignettes served as a catalyst to stimulate discussion about issues concerning the new role of mentor teachers. These vignettes were then incorportated into a casebook that integrated research knowledge with practitioner knowledge. These casebooks are part of a larger effort to build and use practitioner knowledge in teaching and teacher education. This report begins with a description of the background of the project and a site description of the Los Angeles Unified School District (LAUDS) where the data were collected. This is followed by an account of the evolution of the cases and the casebook. The last section discusses how the casebook can be used in teacher training, and in particular, how one school district (LAUSD) is using the casebook for mentor training. (JD)

ED 289 880
SP 029 805

Hoffman, Hubert A., Ed.; Rink, Judith E., Ed.
Physical Education Professional Preparation: Insights and Foresights. Proceedings from the National Conference on Preparing the Physical Education Specialist for Children (2nd, Orlando, Florida October 20-23, 1984).
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
REPORT NO.- ISBN-0-88314-299-6
PUB DATE- 85
NOTE- 236p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publications, P.O. Box 704, Waldorf, MD 20601 ($13.45).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Higher Education; Instructional Development; *Models; *Physical Education; *Physical Education Teachers; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs

This volume contains the proceedings of a conference concerning the preparation of physical education teachers. Titles and authors of papers are: (1) "Action 2000: Preparing Physical Education Specialists for the Future" (M. Haberman); (2) "The Content of an Elementary School Physical Education Program and its Impact on Teacher Preparation" (K. R. Barrett); (3) "Teaching as a Rational Enterprise: A Problem of Neglect" (E. S. Bressan); (4) "Disciplinary Knowledge in Teacher Education Programs" (H. Lawson, D. Belka, and R. Simmons); (5) "The Great Teacher Education Legend" (D. Siedentop); (6) "Beyond Pedagogy" (M. A. Sanborn); (7) "Student Influence on Programs of Teacher Education" (N. F. Earls); (8) "Delusions of 'Worth-it-ness': Field Experiences in Elementary Physical Education Teacher Education Programs" (P. Dodds); (9) "The Process of Personal Professional Integration" (A. E. Jewett and M. R. Mullan); (10) "Developing Commitment to Teaching: The Professional Socialization of the Preservice Physical Educator" (T. J. Templin); (11) "The Hidden Curriculum in Teacher Education" (L. L. Bain); (12) "Commitment to Action: Looking at the Future through Rear View Mirrors" (G. Graham); (13) "From the Ozarks to Orlando: Now that We Understand the Question, What's the Answer?" (L. F. Locke); (14) "Employment Prospects for Elementary Physical Educators: An Assessment of Market Indicators" (L. E. Randall); (15) "Where Fools Tread: Planning for Affective Outcomes in a Methods Course" (J. F. Young); (16) "The Preparation of the Elementary School Physical Education Specialist: A Two-year Post-baccaluareate Program Model" (M. D. Luke); (17) "One from the Heart: A Minority Report" (S. Kleinman); (18) "Developing and Disseminating a Curriculum Model--Implications for Professional Preparation" (M. F. Owens); (19) "A Systematic Teacher Training Model--A Viable Component to the Teacher Training Program" (R. E. McBride); (20) "Professional Issues for Elementary School Physical Educators in Developing Daily Physical Education Curriculums" (K. G. Hawkins); (21) "Professional Development in Elementary and Physical Education at Simon Fraser University" (E. Warrell); (22) "A Coordinated and Sequential Physical Education Teacher Preparation Program for Grades K-12" (S. E. Klesius); (23) "Teacher Certification Program at the University of South Carolina for Grades K-12" (P. Werner); (24) "Dual Certification Program Elementary Education--Elementary Physical Education" (E. Stafford); (25) "Appalachian State University--Elementary Concentration" (J. B. Carlson); and (26) "West Virginia University Teacher Certification Program for Grades K-12" (A. Hawkins) (CB)

ED 289 907
TM 870 735

O'Neal, Marcia R.; And Others
Predicting Success and Measuring Math Skills Improvement in an Introductory Statistics Course.
PUB DATE- Nov 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Mathematics; Grade Prediction; Graduate Students; Higher Education; Item Analysis; *Mathematics Achievement; *Mathematics Tests; Objective Tests; *Predictive Measurement; Pretests Posttests; *Statistics; Test Items; Test Reliability; Undergraduate Students

This study examined and refined a mathematics skills instrument used to predict success in an introductory statistics course and to measure improvement in mathematics skills. Alternate forms of a 28-item true-false test were administered as a pretest and posttest to 18 undergraduate and 19 graduate students enrolled in introductory educational statistics courses at the University of Alabama. Cronbach's alpha and corrected item-total correlations were computed for the pretest. Item analysis resulted in the elimination of 10 items from the original instrument. The alpha coefficient for the resulting 18-item instrument was .75. Total pretest scores were correlated with each of three course exams and with course average. Results revealed significant correlations with examinations administered after the first examination for the sample as a whole. However, correlations for the two separate groups revealed significant results only for undergraduates. A groups-by-tests repeated measures design was employed to detect between-group differences and mathematics skills improvement from pretest to posttest. Both groups improved, with greater improvement shown for undergraduates, but no conclusions could be drawn regarding the reason for the improvement. (Author/JGL)

ED 289 937
UD 025 949

Connecticut Education Evaluation and Remedial Assistance. Grade 4
Mastery Test Results: Summary and Interpretations 1986-87.
Connecticut State Dept. of Education, Hartford.

PUB DATE- 87
NOTE- 134p.; For 1985-86 test results see ED 281 886. For other 1986-87 Mastery Test results, see UD 025 950-951.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Behavioral Objectives; *Grade 4; Intermediate Grades; Language Arts; *Mastery Tests; Mathematics; Remedial Instruction; Scoring; *Test Construction; Writing Instruction
IDENTIFIERS- *Connecticut

The central aspect of Connecticut's agenda for educational equity and excellence is the implementation of statewide mastery testing in mathematics and language arts. The program, designed for grades four, six, and eight, assesses the skill levels of students by measuring their performance on learning objectives they should have mastered in lower grades. Student performance also indicates the effectiveness of remedial assistance programs and regular instruction. This report summarizes the development and implementation of the Grade Four Mastery Test. These four steps in the program are discussed: (1) mastery test development; (2) setting mastery standards by objective; (3) test administration and scoring; and (4) school district test results reporting. Statewide mastery test results are given for Fall 1986. Five charts show the percentage of students who achieved mastery for each test objective. The learning objectives, sample score report, and information about the school districts are presented in 11 appendices. (VM)

ED 289 952
UD 025 967

Minority Students and Staff Report.

Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.
PUB DATE- 87
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Minority Groups; *Racial Balance; Rural Urban Differences; *School Demography; School Districts; *School Personnel; Statistical Data
IDENTIFIERS- *Connecticut

This report presents data on the distribution of minority group students and staff in the public schools of Connecticut in 1986. The data were collected to comply with federal accounting standards for minority groups. The findings are presented for the 22.5 percent minority student enrollment and the 6.2 percent minority staff persons in the following areas: (1) the five largest systems compared to the rest of the state; (2) grade level comparisons; (3) declines, increases, and trends over the previous 15 years; (4) declines, increases, and trends compared to those of the White enrollment; (5) comparisons between Blacks, Hispanics, Asians, and American Indians; (6) county comparisons; and (7) comparisons among types of communities. Bar graphs and a map illustrate the statistical data. Twelve tables and a list of definitions further elucidate the findings. Although there were declines in minority students at some grade levels, the total enrollment in Connecticut increased, as did the number of minority staff members. (VM)

ED 289 775
SO 018 504

Pollard, Barbara; And Others
The Interrelationship of the Arts: A Course in Aesthetic Criticism and Appreciation. Experimental Curriculum Bulletin.
New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
PUB DATE- Sep 78
NOTE- 45p.

AVAILABLE FROM- New York City, Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aesthetic Education; *Art Activities; *Art Appreciation; *Art Education; Art History; Art Materials; Grade 9; Grade 10; Instructional Materials; Secondary Education

This course outline, intended for ninth and/or tenth grade students, is designed to: (1) help students develop evaluative criteria for various art forms; (2) become aware of the interrelationships of the arts; and (3) realize that all art forms are part of the individual's attempt to reflect upon and interpret the world in which they live. In the section entitled "Introduction to the Arts," there are 14 lessons on the nature of art, 8 lessons on the skills necessary for creating art, and 10 lessons on the extent of interrelation between the arts. In the section entitled "Art: A Mirror for Man," 48 lessons are devoted to a survey of the principles underlying the elements, characteristics, and expression of Classicism, Medievalism, the Renaissance, the Baroque, Romanticism, and Modernism with the objective of teaching students how these major movements have influenced artists. The section entitled "New Art Forms and A Re-evaluation of the Criteria for Judging Art," considers in 10 lessons the contributions of the camera, electronic music, concrete poetry, and happenings as theater to the world of art. A list of 29 suggested discography items and a 40-item bibliography are included. (AEM)

ED 289 804
SO 018 742

Andreasen, Alan R.
Expanding the Audience for the Performing Arts.
National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Sep 87

NOTE- 104p.
CONTRACT- C86-197
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Education; Attendance Patterns; *Audience Analysis; Audiences; *Citizen Participation; Data Analysis; *Marketing; Media Research; *Theater Arts

Becoming involved in the arts is a process that involves movement through several stages, from disinterest to active attendance at and enthusiasm for performing arts events. Since target consumers at any time will differ in their placement on this continuum, marketing programs to expand arts audiences must first identify where each target segment is and then motivate that group to move to the next stage. A six-stage model, labelled the "Performing Arts Adoption Process," is a first approximation of this process. Data from the survey of Public Participation in the Arts are used to test the model and explore its implications. Detailed comparisons of consumers at adjacent stages in the process, using both bivariate and multivariate analytic techniques, appear to support both the validity and the usefulness of the model to both arts managers and future researchers in the field. (AEM)

ED 289 833
SP 029 681

Hill, Susan T.; And Others
Profile of Education Doctorates: 1976 to 1986.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-385
PUB DATE- 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; Comparative Analysis; *Doctoral Degrees; *Education Majors; Marital Status; National Norms; *Student Characteristics

This report presents trend data from 1976 to 1986 on the number, demographic characteristics, and fields of specialization of education doctorate recipients. Intended users include education program planners, education policy analysts, and education administrators. Charts and text also present information regarding institutions awarding education doctorates, race and sex of doctorate recipients, marital status and age of recipients, planned employment after graduation, and comparisons between education doctorate recipients and other doctorate recipients. Data were derived from the Degrees and Other Formal Awards Conferred survey and the Survey of Earned Doctorates. (CB)

ED 289 849
SP 029 734

Kirby, Jill S.; Bailey, Carolyn J.
Teacher In-Service Education: A Needs Assessment.
PUB DATE- 11 Nov 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College School Cooperation; *Decision Making; *Delivery Systems; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Needs Assessment; *Program Development; *Staff Development; Teacher Participation; Teacher Workshops

The involvement of teaching and administrative staff in a decision making procedure that focuses upon their perceived needs has been recognized as central to the success of a staff development program. This concept was the premise upon which the University of Alabama/Livingston Teacher In-Service Center conducted a needs assessment and planned its activities for 1986-87. The Center is one of eleven in the state charged with providing public school personnel with rigorous inservice training in identified critical needs areas. Prior to initiation of Center activities, several needs assessments were conducted to ascertain perceived training needs and priorities of personnel. Through two training cycles, these needs assessments were updated annually using data gathered from individual workshop evaluations. Because these data were generated exclusively by workshop participants, determining the needs of personnel who had not yet been served by the Center was considered important. In order to accomplish this, a region-wide population survey of personnel in 12 school systems was conducted. This paper describes procedures used in conducting the survey, results obtained, and application of the results in planning inservice workshop offerings. The survey instrument is appended. (JD)

ED 289 894
TM 870 659

McCann, Kaye R.
Delaware Educational Assessment Program. 1986 Report to the Legislature.
Delaware State Dept. of Public Instruction, Dover.
REPORT NO.- PRE-87-9
PUB DATE- Dec 86
NOTE- 175p.; For a related document, see TM 870 756.
AVAILABLE FROM- Delaware State Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, Delaware 19903 (microfiche).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; Basic Skills; *Educational Assessment; Elementary Secondary Education; Local Norms; Norm Referenced Tests; Scores; State Norms; *State Programs; *Testing Programs; Test Results; Trend Analysis
IDENTIFIERS- Comprehensive Tests of Basic Skills; Delaware; *Delaware Educational Assessment Program

Approximately 60,000 Delaware public school students in grades 1 through 8 and in grade 11 were administered a battery of achievement tests as part of the state-funded Delaware Educational Assessment Program (DEAP) in 1986. This was the second administration of the Comprehensive Tests of Basic Skills (CTBS), in reading, language arts, and mathematics, with science and social studies tests administered in grade 11. School and district scores were extensively tabulated and reported. Overall test results were above the national average in all content areas at all grade levels. In all grades, Total Mathematics scores were higher than Total Reading scores, and in all grades for which Total Language scores were available, they were higher than Total Reading scores. Higher average scores were observed in the primary grades. In general, these trends across grades and subtests were the same as those reported in 1984 and 1985 Statewide Test Results Report. (The appendix details component objective data by content area and percentage averages responding correctly to each test item in the category. Data are shown for Delaware regular and special education students combined and for the national sample. A sample Student Test Report is also appended). (RR)

ED 289 746
SE 048 831

Porter, Andrew
A Curriculum Out of Balance: The Case of Elementary School
Mathematics. Research Series No. 191.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 88
NOTE- 27p.
AVAILABLE FROM- Institute for Research on Teaching, College of
Education, Michigan State University, 252 Erickson Hall, East
Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Content Analysis; *Curriculum Evaluation;
Curriculum Problems; *Curriculum Research; Elementary Education;
*Elementary School Mathematics; Mathematics Achievement;
*Mathematics Curriculum; Mathematics Education; *Mathematics
Instruction; Mathematics Skills; Problem Solving
IDENTIFIERS- Mathematics Education Research

When student achievement lags expectations, explanations are usually sought. One possibility is that the curriculum, as taught, is out of line with what is needed, and many feel that careful descriptions of the implemented curriculum are in short supply. Elementary school mathematics is used as a context for considering what can be learned from careful descriptions of classroom content and in what ways evaluating curricula and setting educational standards require exercising value judgments that extend beyond what is known empirically. Elementary school mathematics can be characterized as instruction, where large numbers of mathematics topics are taught for exposure with no expectation of student mastery, where much of what is taught in one grade is taught again in the next, where skills typically receive ten times the emphasis given to either conceptual understanding or application, and where, depending upon the accidents of school and teacher assignment, the amount of mathematics instruction a student receives may be doubled or halved. While generally consistent with current curriculum policies, these attributes of the curriculum are seen as highly problematic in this document. (PK)

those in the 1965 student-parent interviews. The 1965 data included more political, ethnic, and racial variables. Information about the high schools represented in each year of the study was collected from school officials through a separate school characteristics form. School characteristics data are located at the end of each dataset. Among the 115 and 141 variables captured by each file, respectively, are: attitude toward politics; concept of good citizenship; faith in government; interest in politics; attitude toward federal government; interest in public affairs; school activities; academic courses taken; personal and family background; academic plans; occupational plans. Duncan Occupation Codes are used to identify occupations. Study conclusions are reported in two publications: (1) "An Aggregate Analysis of Home and School Effects on Political Socialization," by M. Kent Jennings (Social Science Quarterly, September 1974, p.394-410); (2) "The Political Texture of Peer Groups," by Suzanne Sebert, M. Kent Jennings, and Richard G. Niemi (in "The Political Character of Adolescence," by Jennings and Niemi, Princeton University Press, 1974, Chapter 9). POPULATION: High school seniors, 1965 and 1973; high schools, 1965 and 1973. TYPE OF SURVEY: National Survey; Sample Survey. SAMPLE: High school seniors (1965--24,322), (1973--22,877); high schools (97). RESPONSE RATE: High school seniors (1965--20,674=85%), (1975--16,929=74%); high schools (1965--77=79.3%), (1973--85=87.6%). FREQUENCY: Periodic. YEAR OF FIRST DATA: 1965. YEAR OF LATEST DATA: 1973. (CDM/WTB)

ED 289 922
TM 870 775

Guedry-Hymel, Linda; Hymel, Glenn M.

A Conceptual Model for Promoting Study Skills and Test-Taking Techniques among Secondary School Students: Curricular, Instructional/Guidance, and Assessment Perspectives.

PUB DATE- Nov 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 16-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Achievement Tests; Evaluation; Integrated Curriculum; Intentional Learning; *Learning Strategies; *Models; Program Evaluation; Secondary Education; *Secondary School Curriculum; Study Habits; *Study Skills; *Test Wiseness

This paper develops a conceptual model involving curricular, instructional/guidance, and assessment perspectives on the promotion of study skills and test-taking techniques among secondary school students. From the curricular standpoint, consideration is given to a recommended range of topical coverage and a diversified array of printed/mediated resources based largely on the hm (Harvard-Milton Academy) study skills series published by the National Association of Secondary School Principals. A survey of suggested instructional/guidance options for promoting study skills and test-taking techniques extends from integrating such instruction with curricular offerings across content areas to the employment of instructional strategies from which students may infer and eventually develop effective study skills. Finally, consideration is given to criterion-referenced and norm-referenced tests that might provide a basis for determining student progress as well as program effectiveness. Appendices include: (1) recommended curricular content for promoting study skills and test-taking techniques; (2) a three-page bibliography of recommended curricular resources, including both printed and audiovisual materials; and (3) a description of the model, including the names of two suitable tests--Effective Study Test: High School Level, and Survey of Study Habits and Attitudes. (Author/KSA)

ED 289 953
UD 025 971

Cheng, Maisy L.
Who Seeks the Work? A Pre-Employment Pilot Survey.
Toronto Board of Education (Ontario). Research Dept.

REPORT NO.- ISBN-0-88881-192-6
PUB DATE- Nov 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Employment Opportunities; *Equal Opportunities (Jobs); *Ethnic Groups; Foreign Countries; Job Placement; *Minority Groups; *Occupational Mobility; *School Personnel; Sex Stereotypes; Tenure; Whites
IDENTIFIERS- *Toronto Board of Education ON

The Board of Education in Toronto, Canada, has adopted equal employment policies and plans to increase the number of racial minorities employed by the school system. To determine the success of these actions the Board collected post-employment data in 1986. The following findings are reported: (1) most applicants for positions were not currently employed by the Board; (2) newspapers were the major source of job information; (3) the proportion of visible minorities who sought appointments was consistent with estimates of these minorities in the local population; (4) blacks were the largest group to respond to the survey; (5) the largest white minority groups to respond were of English, Irish, or Scottish backgrounds; (6) the visible racial minority respondents had more formal education and more specialist qualifications than did other groups; (7) the proportion of visible minorities who applied was larger than the percentage hired for positions as cleaners, educational assistants, and clerks; (8) the proportion of visible minorities who sought mobility within the system is larger than those who obtained promotions and transfers; and (9) male and female candidates tended to apply for sex-stereotyped positions. Statistical data are presented in 13 tables and 6 appendices. (VM)

ED 289 761
SO 018 354

Ellis, Diane C.
Earnings of Artists: 1980.
Wordworks, Brunswick, MD.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Feb 87
NOTE- 48p.; For a related document, see SO 018 352.
CONTRACT- NEA-DCA-86-19
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Artists; Comparative Analysis; Data Analysis; Economic Factors; Economic Status; *Income; National Surveys; Occupational Surveys; Research Reports
IDENTIFIERS- Census 1980

In 1980, the U.S. civilian labor force included over one million persons who were employed as: (1) actors; (2) announcers; (3) architects; (4) postsecondary art, drama, and music teachers; (5) authors; (6) dancers; (7) designers; (8) musicians and composers; (9) painters, sculptors, craft artists, and artist printmakers; (10) photographers; and (11) performers and related workers. This document, based on data from the 1980 U.S. Census for a set of 11 arts-related occupations, presents information about these artists' earnings for the 1979 calendar year and includes wages, salaries, and self-employment income. Section 1 of the report reviews basic variations in earnings among artists by their occupations, sex, ethnic backgrounds, ages, educational levels, and types of workplaces. Section 2 contains a series of profiles that can be utilized to compare and review each of the 11 artist occupations. This document contains numerous tables, and an appendix presents tables that highlight: (1) median income; (2) the distribution of artists by occupation, sex, and household status; (3) personal earnings; and (4) artist household earnings. (JHP)

ED 289 805
SO 018 756

Arakapadavil, George
Introducing Multicultural/Global Education into the Schools.
PUB DATE- 25 Oct 85
NOTE- 15p.; Paper presented at the National Multicultural Conference (5th, Oshkosh, WI, October 24-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audio Visual Aids; Citizenship Education; Cultural Awareness; *Cultural Context; Curriculum Development; Educational Resources; Elementary Secondary Education; *Global Approach; Humanities; *International Education; *Liberal Arts; *Multicultural Education; *Social Studies

Global education lacks a content base due to differing educational approaches. Combining the expected outcomes of liberal education, consisting of the development of effective thinking, effective communication, and value judgments, with the added dimension of the interconnectedness and complexity of the contemporary world can provide a framework for a consistent and comprehensive program. The elements that must be considered in introducing global education into the curriculum are: (1) the level of the learner; (2) the appropriate method of introducing it into the curriculum; (3) the available resources; and (4) the role of the teacher. Studies reveal that children at the age of 9 or 10 are most receptive to the introduction of other cultures and peoples. The most appropriate method of introducing global education into the curriculum is to present a global perspective through every course of study. Many resources have been developed for teaching global education, but they must be used selectively. Teacher education courses need to be internationalized in order to prepare instructors for global teaching. To make education relevant to the context of the contemporary world, global perspectives should permeate all levels of learning. Lists of available audio-visual and printed media and selected resource service centers are attached. (SM)

ED 289 834
SP 029 692

Cole, Bryan R.
A Model for Improved Educational Decision Making.
PUB DATE- Nov 87
NOTE- 32p.; Paper presented at the National Conference of the National Council of States on Inservice Education (12th, San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decision Making Skills; Elementary Secondary Education; Institutional Environment; *Instructional Leadership; *Models; School Effectiveness; *Skill Development; Staff Development

This paper is designed to help educational leaders improve their decision making strategies (and correspondingly educational practice) by evaluating their own strategy in concert with a model proposed in the paper. The proposed model provides eductional leaders with an enhanced context within which one can effectively analyze and evaluate policies and procedures, critical issues, and decision making processes, and determine educational practices that will result in more effective schools. The model serves as a framework for analysis and evaluation and includes the following components: (1) the foundations of education (historical, philosophical, sociological, political and organizational) and how these perspectives should be considered in the decison making process and their relationship to administrative behavior and the decision setting; (2) the functions of management and their role in the decision making process; (3) the implications of policy development related to the decision and the policy's ensuing procedures with emphasis on the appropriate level of policy/procedure development and how a policy can be integrated into the life of an organization; and (4) the use of the attributes/findings of the more effective schools research as a criterion for analyzing, evaluating and implementing policies and

procedures to carry out the decision. (Author/DF)

ED 289 865
SP 029 781

Carlson, Ronald P., Ed.
Ideas II. A Sharing of Teaching Practices by Secondary School Physical Education Practitioners.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
REPORT NO.- ISBN-0-88314-264-3
PUB DATE- 84
NOTE- 155p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publications, P.O. Box 704, Waldorf, MD 20601 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adapted Physical Education; Athletics; Educational Games; Health Education; *Learning Activities; *Physical Education; *Physical Fitness; Secondary Education; *Teaching Methods

This book describes physical education activity teaching ideas for the secondary school level. The first section describes curriculum ideas in such areas as adapted physical education, quality control, elective physical education, and advanced physical education. Section II describes instructional ideas involving peer teaching, skill improvement, individualized instruction, and grading techniques. Games and activities ideas presented in Section III include juggling, gymnastics, hockey, and tennis. Section IV describes such alternative content ideas as stress management, injury prevention, orienteering, and adventure actualization. Section V describes fitness-related ideas, including circuit training, teaching self-direction, and cardiovascular fitness. (CB)

ED 289 908
TM 870 737

Ridout, Susan Ramp; Manlove, Donald C.
The Development of the National Study of School Evaluation's K-12 School Evaluative Criteria.
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; Evaluation Needs; Questionnaires; *School Effectiveness; School Organization; *Schools; *Self Evaluation (Groups); Teacher Attitudes; *Test Construction
IDENTIFIERS- *National Study of School Evaluation; *Unit Schools

The National Study of School Evaluation (NSSE) developed and tested a self-evaluation instrument to be used by unit schools (having grades K-12 under one administration and usually under the same roof or at least on the same grounds). A National Advisory Committee wrote the new instrument, compiling items from existing NSSE evaluative materials designed for elementary, junior high, and high schools, and adding items to meet the special evaluative needs of unit schools. Eleven schools participated in a 1981-82 pilot study. Faculties at the pilot schools completed the evaluation and responded to a postevaluation questionnaire; steering committee chairpersons were also interviewed. Questionnaire results showed that the new instrument was rated Good or Excellent by 69% of those responding and Fair or Poor by 31%. As major strengths of the instrument, participants mentioned that: (1) it promoted a total overview of the schools' programs; (2) it was thorough and comprehensive; and (3) it promoted interaction. The responses from steering committee chairpersons were similar, but they cited as the chief strength the fact that articulation was encouraged. Both groups cited repetitiousness and vagueness of some items as overall weaknesses. The instrument was revised to remedy these weaknesses. Since its publication in March 1983, over 3,000 copies have been purchased. (LPG)

ED 289 938
UD 025 950

Connecticut Education Evaluation and Remedial Assistance. Grade 6 Mastery Test Results: Summary and Interpretations 1986-87.
Connecticut State Dept. of Education, Hartford.

PUB DATE- 87
NOTE- 142p.; For other 1986-87 Mastery Test results, see UD 025 949-951.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Behavioral Objectives; *Grade 6; Intermediate Grades; Language Arts; *Mastery Tests; Mathematics; Scoring; *Test Construction; Writing Instruction
IDENTIFIERS- *Connecticut

The central aspect of Connecticut's agenda for educational equity and excellence is the implementation of statewide mastery testing in mathematics and language arts. The program, designed for grades four, six, and eight, assesses the skill levels of students by measuring their performance on learning objectives they should have mastered in lower grades. Student performance also indicates the effectiveness of remedial assistance programs and regular instruction. This report summarizes the development and implementation of the Grade Six Mastery Test. These four steps in the program are discussed: (1) mastery test development; (2) setting mastery standards by objective; (3) test administration and scoring; and (4) school district test results reporting. Statewide mastery test results are given for Fall 1986. Four charts show the percentage of students who achieved mastery for each test objective. The learning objectives, sample score report, and information about the school districts are presented in 11 appendices. (VM)

ED 289 776
SO 018 540

Mease, Rosemary
A Handbook for Teaching United States History to Elementary School Children Using Trade Books.
PUB DATE- Jun 87
NOTE- 149p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; *Childrens Literature; Class Activities; Elementary Education; *History Instruction; Instructional Materials; Novels; *Social Studies; *United States History; War
IDENTIFIERS- *Trade Books

The goal of this handbook is to introduce a way of teaching history that will stimulate student interest and facilitate learning. Trade books, which include both fiction and nonfiction, provide a way to supplement the use of the textbook and allow the teacher to design a program that provides both structure and the freedom to meet the child's individual needs and interests. The handbook includes units which center on periods of U.S. history and includes objectives, historical books' annotations, and follow-up activities. Seventeen books listed in the "American Indian Unit" provide a range of materials to further student understanding of the U.S. Indian's heritage. The difficulties faced by early colonists and their lifestyle is depicted through 15 books in the "Colonial Life Unit." Knowledge of the causes and consequences of the Revolutionary War is the focus of 17 books in the "American Revolution Unit." Understanding the magnitude of the Civil War and the slavery issue is the theme of 16 books in the "Civil War Unit." Frontier life and the reasons for the westward movement are described through 15 books in the "Westward Movement Unit." The causes of the world wars and the human side of war are highlighted in the 17 books in the "World Wars I and II Unit." A section which tells how to use trade books in the classroom is provided in the handbook. Each unit is provided with a list of objectives and descriptions of follow-up activities which draw on the arts, interviewing, role-playing, language games and logic, etc. Thirty-eight references are listed. (SM)

ED 289 790
SO 018 667

Lee, David

Women and Geography, 1987: A Bibliography.

PUB DATE- 87
NOTE- 8p.; An update of "Women and Geography: A Bibliography" (1982) (ED 252 480).
AVAILABLE FROM- David Lee, Department of Geography, Florida Atlantic University, Boca Raton, FL 33431.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Employed Women; Foreign Countries; *Geography; Geography Instruction; Human Geography; Map Skills; Reference Materials; Social Environment; Social Science Research; *Social Studies; *Womens Studies
IDENTIFIERS- Mexico; Taiwan

This annotated bibliography contains over 60 sources for the study of women. Listings include papers presented at professional geographers associations and articles appearing in professional journals. Resources provide a geographic perspective on various women-related topics such as the status of women in the United States and other geographic regions, women's standing in the geography profession, and women's employment, housing, and safety. Resources are also listed for teaching geography and map skills. (SM)

ED 289 817
SP 029 466

1987 Social Report of the Life and Health Insurance Business.
American Council of Life Insurance, Washington, D.C.
PUB DATE- Aug 87
NOTE- 53p.
AVAILABLE FROM- Center for Corporate Public Involvement, American Council of Life Insurance, Health Insurance Association of America, 1001 Pennsylvania Avenue, N.W., Washington, DC 20004-2599.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Relations; *Corporate Support; Employer Employee Relationship; Equal Opportunities (Jobs); *Health Services; *Insurance Companies; *Program Development; Volunteers

This report provides data and related information on the extent of the commitment of insurance companies to a wide variety of corporate public involvement activities. The results of a survey of 424 insurance companies are presented in both tabular and narrative format and cover the companies' activities in the areas of projects for the community, contributions, equal opportunity, voluntarism, social investments, and health and wellness projects. Appended are a list of reporting companies and sample reporting forms. (JD)

ED 289 850
SP 029 735

Hopfengardner, Jerrold D.; Leahy, Peggy E.
Beyond Induction: A Collegial Support System for Experienced Teachers.
PUB DATE- Dec 87
NOTE- 21p.; Paper presented at the National Staff Development Council Conference (Seattle, WA, November 30-December 4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Instructional Development; *Peer Teaching; Professional Development; *Social Support Groups; Teacher Effectiveness; Teaching Experience; *Tutoring
IDENTIFIERS- *Collegiality

This document describes a mentoring network for mid-career teachers--a natural extension beyond the induction stage. The focus for this presentation is the anatomy of change through colleague-led staff development. The noteworthy elements of this approach are as follows: (1) the voluntary participation of effective elementary and secondary teachers systematically assisting each other to fine tune their instructional skills; (2) formative evaluation exclusive of administrative involvement; (3) university/school district resources focused on teacher-initiated instructional change; (4) internal and external program support; and (5) a self-perpetuating change model empowering teachers in the district to expand and enhance their instructional competencies. (Author/JD)

ED 289 747
SE 048 832

VanTassel-Baska, Joyce, Ed.; And Others
A Curriculum Guide to Applications of Science to Technology for Able Learners.
Northwestern Univ., Evanston, IL. Center for Talent Development.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- Sep 87
NOTE- 114p.
AVAILABLE FROM- The Center for Talent Development, Northwestern University, 2003 Sheridan Rd., Rm 5-108, Evanston, IL 60208 ($10.00 plus shipping & handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Ecology; Electronics; Energy; Environmental Education; Genetics; *Mathematical Applications; Mathematics Education; Science Activities; *Science and Society; Science Curriculum; *Science Instruction; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Space Exploration; *Technology

This curriculum guide was developed with the intention of providing an enrichment option for gifted and talented learners who are interested in pursuing current issues and topics in the fields of mathematics and science. The scope of the guide is meant to encompass a year's study of a set of topics which apply mathematics to science and technology. The units in the guide deal with: (1) energy; (2) genetics; (3) ecology; (4) space travel; (5) electronics; and (6) conservation. Learning objectives are stated at the beginning of each unit, along with an explanation of the focus of that unit. Many of the activities and problems included in the units are cross-referenced with a list of recommended materials. (TW)

ED 289 762

SO 018 355

Blau, Judith R.; Quets, Gail A.
The Geography of Arts Participation: Report on the 1982 and 1985 Surveys of Public Participation in the Arts. Final Report.
Columbia Univ., New York, NY. Center for the Social Sciences.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- Mar 87
NOTE- 171p.; For a related document, see SO 018 352.
CONTRACT- NEA-DCA-86-198
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art; Art Activities; Cultural Opportunities; *Geographic Distribution; *Geographic Location; Geographic Regions; Metropolitan Areas; National Surveys; *Participation; Regional Characteristics; Research Reports; Urban Areas
IDENTIFIERS- Supply and Demand; *Survey of Public Participation in the Arts

This study's primary purpose was to examine how geographical characteristics and cultural supply influence individual participation in arts related activities in the United States. Data for the study were extracted from the 1982 and 1985 "Survey of Public Participation in the Arts." Research efforts were based upon the inference that geographic differences lead to inequalities in the supply of cultural opportunities, and this factor may outweigh differences in attitudes or values in relation to arts participation. Geographical factors relating to specific U.S. regions, subregions, and urban and metropolitan areas were investigated. Results indicated that: (1) arts participation did not increase in any region between 1982 and 1985; (2) the greatest variation in arts participation exists in the south; (3) when demographic characteristics of a region are considered, regional differences are reduced; (4) supply and planning policies may account for high levels of participation in some metropolitan areas, while low participation may relate to poor transportation and parking facilities; (5) educational levels and number of adults who have never married are positive factors in metropolitan areas; and (6) social inequality has detrimental effects on the supply of and demand for art activities. Appendices list large cities within specific geographic areas and provide computer results relating to the study. (JHP)

ED 289 866
SP 029 782

Seefeldt, Vern; Vogel, Paul
The Value of Physical Activity.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
REPORT NO.- ISBN-0-88314-336-4
PUB DATE- 86
NOTE- 51p.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Aging (Individuals); Elementary Secondary Education; *Exercise Physiology; Mental Health; Motor Development; Physical Activity Level; *Physical Fitness; Psychomotor Skills; *Well Being

This booklet summarizes results of research and literature reviews that had been collected in a source book titled "Physical Activity & Well-Being" and published in 1986 by the National Association for Sport and Physical Education. The evidence presented suggests that exercise can reduce or delay the undesirable effects of many degenerative diseases and concurrently serves as a therapeutic agent in mental and physical illnesses. Separate sections of this booklet describe: (1) the benefits of physical activity; (2) motor skill acquisition; (3) physical growth and biological maturation; (4) skilled performance and health-related fitness; (5) neuromuscular function and academic achievement; (6) mental, social, and moral development; and (7) special conditions, aging, and activity. A position paper is also presented dealing with the contributions of physical activities to well-being. A glossary of terms is included. (CB)

ED 289 881
TM 011 272

National Longitudinal Study (NLS) of the High School Class of 1972: Base Year (1972) through Fourth Follow-up (1979) [machine-readable data file].

Educational Testing Service, Princeton, N.J.; Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.

REPORT NO.- EF-000058
PUB DATE- 79
NOTE- File documentation in three volumes, entitled "National Longitudinal Study: Base Year (1972) through Fourth Follow-Up (1979). Data File Users Manual," was published by the Research Triangle Institute in June 1981 as RTI/00884/73-18S under the authorship of John Riccobono, and others.
CONTRACT- OEC-0-73-6666
AVAILABLE FROM- (1) U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Services (IS), 555 New Jersey Ave., N.W., Washington, DC 20208. Telephone (800) 424-1616, (202) 357-6768. (SAS File, SPSS File, or SPSS-X File: $225). (2) Inter-University Consortium for Political and Social Research (ICPSR), P.O. Box 1248, Ann Arbor, MI 48106. Telephone (313) 764-2570. (Prices available on request.)
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Records; Career Planning; Careers; College Attendance; College Credits; College Entrance Examinations; College Students; *Community Influence; Courses; Degrees (Academic); *Educational Attainment; Educational Certificates; Employment Level; Family Income; Family Status; Followup Studies; *Goal Orientation; Grade Point Average; High School Graduates; *High School Seniors; Job Satisfaction; Job Training; Longitudinal Studies; Marital Status; Military Service; National Surveys; Postsecondary Education; Sampling; Spouses; Statistical Surveys; Student Costs; Student Educational Objectives; Student Financial Aid; Wages; Work Attitudes; *Work Experience; Young Adults
IDENTIFIERS- *National Longitudinal Study High School Class 1972

The "National Longitudinal Study (NLS) of the High School Class of 1972: Base Year (1972) through Fourth Follow-up (1979)" machine-readable data file (MRDF) is a single merged file of student responses to the original interviews or tests in 1972 and the mail follow-up surveys of 1973, 1974, 1976, and 1979. The 1972 data were gathered by the Educational Testing Service (ETS). The 1973-1979 follow-up data were gathered by the Research Triangle Institute (RTI). The purpose of NLS is to follow the educational and occupational activities, plans, aspirations, and attitudes of a national sample of young adults in the United States after they leave high school and enter early adulthood. The NLS-72 survey represented a total twelfth-grade population of three million seniors in more than 17,000 high schools in the spring of 1972. The NLS-72 stratified, two-stage probability sample included over 22,000 students enrolled in over 1,300 public and private high schools in all 50 states and the District of Columbia. Students from schools for the physically and mentally handicapped and schools for the legally-confined were excluded. More than 3,500 variables were captured for each student, including: ability, socioeconomic status, home background, community environment, ethnicity, current activity at the time of the survey, educational attainment, school experience, school performance, work status, work performance, work satisfaction, goal orientation, mental status, financial status, military experience, etc. Follow-up surveys added variables such as: college education, college admissions test scores, courses of study, degrees received, earnings per week, grade point average, jobs held, life goals, organization activities, political participation, school expenses, spouse's earnings, spouse's education, tuition and fees paid, work experience. The merged file for 1972-1979 contains a total of 22,652 records, each with a logical record length of 11,475 characters. POPULATION: High school seniors, 1972 (3,000,000); high schools (>17,000). TYPE OF SURVEY: National Survey; Longitudinal Survey; Follow-up Survey. RESPONDENTS: High school seniors participating in NLS-72. SAMPLE: High school seniors, 1972 (23,451); high schools (>1,300). FREQUENCY: Periodic. RESPONSE RATE: High school seniors, 1972 (22,652=96.5%); high schools (1,300). YEAR OF FIRST DATA: 1972. (CDM/WTB)

ED 289 895
TM 870 664

McGehee, T. J.; And Others
Structural Analysis of the BASIS and K-TEA.
PUB DATE- Nov 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Basic Skills; Correlation; *Diagnostic Tests; Elementary Education; Factor Structure; Multivariate Analysis; *Readiness; School Readiness Tests; *Screening Tests; Student Placement; Test Reviews; *Test Validity; Underachievement
IDENTIFIERS- *Basic Achievement Skills Individual Screener; *Kaufman Test of Educational Achievement

Underlying structure of the Basic Achievement Skills Individual Screener (BASIS) and the Kaufman Test of Educational Achievement (K-TEA) were investigated using canonical correlation. Both are individually administered placement and screening instruments currently in use in many school systems that measure achievement in mathematics, reading, and spelling. The sample consisted of 61 elementary-aged underachievers in grades 1 through 8 who were referred for assessment because of learning problems. It was expected that scores on the two tests which purport to measure spelling, reading, and mathematics would be identified with separate canonical dimensions, thus demonstrating the existence of independent underlying constructs which fit hypothesized test structures. Results revealed three significant canonical variates. The first canonical root appeared to measure a verbal achievement dimension, while the second and the third roots assessed mathematics and overall achievement, respectively. The three variates were found to load on more than one variate. These findings suggested that the underlying structure of the two tests was essentially unidimensional among the restricted sample of subjects used in this study. (Author/RR)

ED 289 939
UD 025 951

Connecticut Education Evaluation and Remedial Assistance. Grade 8 Mastery Test Results: Summary and Interpretations 1986-87.

Connecticut State Dept. of Education, Hartford.
PUB DATE- 87
NOTE- 140p.; For other Mastery Test results, see UD 025 949-950.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Behavioral Objectives; *Grade 8; Junior High Schools; Language Arts; *Mastery Tests; Mathematics; Scoring; *Test Construction; Writing Instruction
IDENTIFIERS- *Connecticut

The central aspect of Connecticut's agenda for educational equity and excellence is the implementation of statewide mastery testing in mathematics and language arts. The program, designed for grades four, six, and eight, assesses the skill levels of students by measuring their performance on learning objectives they should have mastered in lower grades. Student performance also indicates the effectiveness of remedial assistance programs and regular instruction. This report summarizes the development and implementation of the Grade Eight Mastery Test. These four steps in the program are discussed: (1) mastery test development; (2) setting mastery standards by objective; (3) test administration and scoring; and (4) school district test results reporting. Statewide mastery test results are given for Fall 1986. Four charts show the percentage of students who achieved mastery for each test objective. The learning objectives, sample score report, and information about the school districts are presented in 11 appendices. (VM)

ED 289 954
UD 025 972

Cheng, Maisy L.
Representation of Visible/Racial Minorities in the Toronto Board of Education Work Force, 1987. Part I.
Toronto Board of Education (Ontario). Research Dept.
REPORT NO.- ISBN-0-88881-194-2
PUB DATE- Nov 87

NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Blacks; *Ethnic Groups; Females; Foreign Countries; *Government Employees; *Labor Force; Males; *Minority Groups; *Racial Distribution; *School Personnel; Whites
IDENTIFIERS- *Toronto Board of Education ON

A 1981 survey showed that while racial minorities made up 15 to 20 percent of the population of Toronto, Canada, the Toronto Board of Education had only 7.9 percent minority employees. In 1987 another survey was completed to determine if the representation of visible racial minorities had changed. This document is the first part of a two part report on the latter study. The following findings are discussed: (1) the percentage of racial minorities at the Board of Education remained the same, at 7.9 percent; (2) this level of representation was lower than the level in the total Metropolitan Toronto municipality work force; (3) the level was not uniform across job categories and departments; (4) the proportion of racial minorities in managerial and supervisory positions was 6 percent as compared to 5 percent in 1981; (5) Blacks and East Asians comprised one-third of the racial minority permanent work force; (6) in both the White and non-White categories there were slightly more female employees than male; and (7) 20 percent of White employees were employed in field positions compared to 9 percent of the non-Whites. Statistical data are presented in 6 figures and 11 tables. Six appendices include research documents and distribution tables. (VM)

ED 289 791
SO 018 668

Economics and Economic Decision Making: Social Studies (Grade 12). Tentative Syllabus.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 87
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; *Decision Making; *Economics; *Economics Education; Educational Change; Educational Objectives; Grade 12; Secondary Education; Skill Development; *Social Studies

Meant to be used by school district administrators and teachers, this syllabus for New York State schools includes the chapters: (1) "Introduction: How To Use the Social Studies Syllabus, 7-12"; (2) "Goals of the Board of Regents for Elementary and Secondary Education in New York State"; (3) "Overall Goals of the Social Studies Program, 7-12"; (4) "The 7-12 Social Studies Program: Regents Goals"; (5) "Social Studies Skills"; (6) "Introduction to the Syllabus for Economics and Economic Decision Making"; (7) "Objectives for Grade 12: Economics and Economic Decision Making," describing the format of the syllabus; (8) "Unit One: Introduction to Economics and Economic Systems," with lessons explaining reasons for the study of economics, how economic systems have developed and dealt with the basic economic questions, and the laws of supply and demand; (9) "Unit Two: Elements of the Economy (Microeconomics)," explaining the roles of the consumer, business and profits, labor and wages, agriculture, and government in the economy; (10) "Unit Three: Bringing the Economic System Together (Macroeconomics)," teaching how the various components of the economy work together in the total economic picture; and (11) "Unit Four: The United States and the World Economy," teaching why nations trade, the benefits and problems created by trade, and the major companies of the world economy. Each unit contains a statement of objectives, an outline of its content, the major ideas, and model activities. The appendix provides guidance on working with students with handicapping conditions. (AEM)

ED 289 835
SP 029 702

Khalsa, Guruchiter K.; Sifft, Josie M.

The Effects of Educational Kinesiology upon the Static Balance of Learning Disabled Boys and Girls.

PUB DATE- 87
NOTE- 9p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Exercise; *Kinesthetic Methods; *Learning Disabilities; *Perceptual Motor Coordination; Physical Development; Physical Education; Program Effectiveness; *Psychomotor Skills
IDENTIFIERS- *Educational Kinesiology

This study sought to: (1) determine whether Educational Kinesiology (E-K) integration movements have an effect upon the static balance of learning disabled elementary students; (2) determine if E-K repatterning increases the effects of the movements; and (3) examine possible gender differences. Sixty elementary school students were matched on age and gender, and assigned to one of three groups,--repatterend E-K, the E-K movement group or the control group. The students in the repatterned and E-K movement groups utilized E-K exercises for 5-minute periods, twice a day, 5 days a week for 6 weeks. The control group was not involved with E-K at all. Static balance in all three groups was measured using the modified stork stand of Arnheim and Sinclair (1979) before and after the 6-week program. The results of the study support the notion that Educational Kinesiology is an effective treatment program to improve static balance of the learning disabled child. The results also suggest that E-K exercises are effective in themselves for improving balance, but the repatterning before the treatment program provides an even greater level of improvement than the movements alone. (JD)

ED 289 909
TM 870 738

Kippel, Gary M.; Forehand, Garlie A.

SMRT-STEPS: School Mastery of Reading Test System to Enhance Progress of Schools. Fall, 1986 Progress Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Attitude Measures; Comparative Testing; Field Tests; Grade 4; Instructional Improvement; Intermediate Grades; Local Norms; *Mastery Tests; Minimum Competency Testing; Reading Diagnosis; *Reading Tests; School Statistics; Scoring; Surveys; *Teacher Attitudes; *Test Construction
IDENTIFIERS- Curriculum Related Testing; New York City Board of Education; *School Mastery of Reading Test

This progress report describes the development and field testing of the School Mastery of Reading Test (SMRT). The SMRT was administered in May 1986 to 889 fourth graders in nine schools in Brooklyn, New York. Counts of students tested in each school and school profile data are provided. Machine scoring procedures are detailed, and results tabulated, showing that the SMRT was relatively easy (mean about 80% correct) with a negatively skewed score distribution. Subtest percentage scores are given by school and by district, as well as norms in percentiles and stanines. A professional panel of teachers, supervisors, and two Educational Testing Service personnel rated the usefulness of SMRT and made suggestions for relevant school improvement plans. To develop mastery scores and minimum standards, the panel judged item difficulty for three reading competency levels (satisfactory, minimum, below minimum); these judgments were coordinated with actual proportion correct on each item for three groups defined by Degrees of Reading Power test scores. The report considers the validity, reliability, and predictive value of SMRT, and its relation to National Assessment of Educational Progress norms. Attachments include questionnaires administered to the expert panel and the test-site teachers. (LPG)

ED 289 923
UD 025 807

Freed, Chester W.
Racial and Ethnic Report: Pupil Enrollment, September 1986.
Delaware State Dept. of Public Instruction, Dover.
REPORT NO.- DPI-95-01/86/12/01
PUB DATE- Dec 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Blacks; *Enrollment; *Ethnic Distribution; *Minority Groups; *Racial Distribution; *School Demography; School Districts
IDENTIFIERS- *Delaware

This report, from the Department of Instruction in Dover, Delaware, provides school enrollment figures by race and ethnicity for all school districts in the state. The figures are from school reports of September 30, 1986. The four tables present the following information, respectively: (1) racial and ethnic composition by school pupil enrollment including regular, special, and vocational programs; (2) racial and ethnic enrollment summary by school district; (3) the percentage of Black students by grade by district; and (4) the percentage distribution of students by racial/ethnic origin by district for 1984-85 through 1986-87. Tables 1 and 2 show total student enrollments and also include enrollment figures for American Indians, Blacks, Asians, Hispanics, and Whites. (VM)

ED 289 806
SO 018 764

Ferguson, Henry, Ed.

Handbook on Human Rights and Citizenship: Perspectives of Five Nations.

New York State Education Dept., Albany. Center for International Programs and Comparative Studies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
NOTE- 221p.; For related documents, see SO 018 813-814.
GRANT- G007904931
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Area Studies; *Civil Rights; Elementary Secondary Education; Foreign Countries; Human Dignity; *Humanistic Education; Humanization; Instructional Materials; Interdisciplinary Approach; *International Education; Justice; Learning Activities; Multicultural Education; Peace; *Primary Sources; *Resource Materials; *Social Studies
IDENTIFIERS- Colombia; India; Italy; Nigeria; Universal Declaration of Human Rights; USSR

This handbook was designed to help students learn the cultural contexts in which human rights are variously defined. It provides a comparative study of five nations, selected for their geographic and cultural scope, as a unique way to study human rights. Chapter 1 sets the stage for the study by presenting activities for establishing class objectives and examining the definition of human rights. Chapter 2 contains 90 readings from the five countries. These materials were selected for their value in illustrating the human rights situation in the five countries. International documents are included in chapter 2 which broaden the knowledge and understanding of human rights, such as "The Helsinki Agreement." Chapter 3 presents different activities and instructional strategies for presentation of the materials. Activities are included for different grade levels. Chapter 4 is the evaluation component in which an attitudinal questionnaire is administered to students to assess the effect of the unit on their attitudes. Bibliographies are included for elementary and secondary students. (SM)

ED 289 818
SP 029 538

Shreeve, William C.; And Others
Job Satisfaction: An Imperative for the Coming Teacher Shortage.
PUB DATE- [87]
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Institutional Characteristics; *Job Satisfaction; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Motivation; Teacher Recruitment; *Teacher Shortage; *Teaching Conditions

With critical teacher shortages projected and competition from business increasing, the importance of attracting and retaining teachers cannot be ignored. Drawn from a research base, this study recommends means by which principals, school districts, education schools, and teachers, themselves, can collaborate to provide opportunities for teacher career satisfaction. (Author)

ED 289 851
SP 029 736

Tooredman, Kathryn J.
Teacher Shortages: Truth and Consequences.
PUB DATE- 21 Nov 87
NOTE- 24p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (12th, San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Enrollment Trends; Labor Market; Reentry Workers; *Teacher Recruitment; Teacher Salaries; *Teacher Shortage; Teacher Student Ratio; *Teacher Supply and Demand; Teaching Conditions

This paper provides a broad overview of the teacher shortage situation and concludes that shortages may occur during the next 10 years, depending upon the factors of supply and demand. Demand, it appears, will increase until an additional 200,000 teachers will be needed by 1990. The supply of teachers may increase enough to met this demand, but this depends upon such issues as the attractiveness of the profession to present and future jobseekers, the probability of certified individuals in the reserve pool reentering teaching, and the impact of alternative methods of state certification of teachers. It seems clear that not all districts will be able to fill all vacancies, depending upon the district's region, degree of urbanization, its salary, benefits and working conditions, the subject areas to be filled, and the racial or cultural diversity that may be desired in the teaching staff. The paper then suggests a variety of strategies that may be used by districts to attract teachers to their schools, retain the teachers they currently employ, and use their teachers in the most productive way possible. (Author)

ED 289 777
SO 018 541

Demery, Marie
The Pinch Pot Technique and Raku.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Values; *Art Products; *Ceramics; Cultural Background; Cultural Education; *Cultural Influences; Foreign Countries; Global Approach; Religious Factors; *Sculpture
IDENTIFIERS- *Japanese Art; Japanese Culture; *Raku; Zen Buddhism

Since the 16th century, the small Japanese raku tea bowl has reflected the merged cultural influences of art, religion, and other countries on the art of Japanese pottery. Artistically, the bowl is a combination of ceramics (pinching) and sculpture (carving). The dictates of the Zen Buddhist tea masters determine its sculptural process and steps, which include the carving of the exterior body, the base or the foot, the undulating lip or rim, and the interior, with its elevated design center. Its form is the result of a preference for the asymmetricality of Korean peasant Ido wares (which reflected the Zen aesthetic qualities of simplicity and roughness) over Chinese porcelain by Zen tea masters, the "pottery wars" during which Korean pottery and potters were transported to Japan, and the influence of various members of the Raku family. The Japanese pinch pot technique was transformed through the years into a unique ceramic process, producing the raku tea bowl, which continues to be produced by members of the Raku family. (AEM)

ED 289 896
TM 870 666

Report on the Implementation of the Basic Skills Assessment Program, 1983-1984.

South Carolina State Dept. of Education, Columbia.

PUB DATE- Nov 84

NOTE- 117p.; Some tables are marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Basic Skills; Educational Assessment; Elementary Secondary Education; Mathematics Tests; Reading Tests; School Readiness Tests; Scores; *State Programs; Testing Programs; Writing Evaluation

IDENTIFIERS- South Carolina; *South Carolina Basic Skills Assessment Program

Compliance with South Carolina's Basic Skills Assessment Program (BSAP), involving test administration and instructional monitoring, was on schedule for the 1983-84 school year. Results of readiness tests given to over 50,000 first graders showed 72.6% "ready" to begin formal instruction. Teachers were given materials for areas in which students needed additional developmental activities. Basic Skills Reading and Mathematics Tests were given in grades 1, 2, 3, 6, 8, and 11. The BSAP Writing Test was administered in grades 6, 8, and 11. A total of 72% of the 6th-grade students, 72% of the 8th-grade students, and 68% of the 11th-grade students met the writing standard. The Basic Skills Section conducted monitoring visits in 23 school districts. Two districts were rated as "in full compliance," 21 as "progressing toward compliance," and none were "not in compliance." Federal resources complemented this monitoring to improve compliance with objectives of the BSAP and instructional goals. The state also funded child development and parent education programs, as well as a number of inservice workshops and conferences. Extensive appendices present test results by grade level, school district, and ethnic groups. A four-page bibliography about education in general and about the testing program is also included. (RR)

ED 289 748
SO 017 483

Steinel, Daniel V.
Arts in Schools: State by State.
Music Educators National Conference, Reston, Va.
PUB DATE- 85
NOTE- 112p.
AVAILABLE FROM- Music Educators National Conference, 1902 Association Drive, Reston, VA 22091 ($16.25, 1-9 copies; $12.95, 1-9 copies, members; member discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Art; Art Activities; *Art Education; *Art Teachers; Curriculum; Curriculum Development; *Curriculum Evaluation; Data Collection; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Guidelines; National Surveys; State Curriculum Guides; State Programs; *State Standards
IDENTIFIERS- States (Geopolitical Regions)

Seeking to describe the current conditions of U.S. arts education, this document contains information collected and compiled from state education agencies. In 1984, the National Executive Board of Music Educators National Conference (MENC) adopted three goals which stated that by 1990: (1) every student in grades K-12 would have access to music education in school; (2) high schools would require at least one Carnegie unit of arts credit for graduation; and (3) colleges and universities would require at least one Carnegie unit of arts credit for admission. This project investigated progress toward meeting these goals through the examination of data collected from each state for MENC by the National Council of State Supervisors of Music. A 16-item questionnaire was sent to state supervisors of music or other contact persons in each state concerning: (1) state requirements; (2) the number of arts specialists in elementary and secondary schools; and (3) state goals and objectives on arts curriculum guidelines. Tables indicate the status of the MENC goals and the number of arts teachers and specialists by state. All states were able to supply state regulations information, but few were able to provide arts enrollment data. Difficulties were encountered in arts teacher counts, because many, such as drama and dance teachers, are counted as English and physical education instructors. The collected data indicates that MENC is achieving the first goal, progress is being made on the second, and additional work needs to be done to accomplish the third goal. (JHP)

ED 289 763
SO 018 356

Robinson, John P.; And Others
Survey of Public Participation in the Arts: Volume I: Project Report. Final Report.
Maryland Univ., College Park.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Mar 87

NOTE- 509p.; For a related document, see SO 018 352.
CONTRACT- NEA-DCA-85-24
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art; *Art Activities; Data Analysis; Data Interpretation; National Surveys; *Participant Characteristics; Research Projects; Research Reports
IDENTIFIERS- *Survey of Public Participation in the Arts

This study, completed in 1985, is a replication of the 1982 "Survey of Public Participation in the Arts." The data, collected by the Bureau of the Census, represent the largest survey ever undertaken concerning the U.S. public's cultural activities and attitudes. Interviews were completed with a national sample of 13,675 persons. The survey was designed to investigate: (1) the audience size for individual arts activities and for arts as a whole; (2) the relationship between attendance at live performances and participation through watching television and listening to radio and recordings; (3) arts participation in relation to geographic regions and community types and sizes; (4) the relationship between social, economic, and demographic characteristics and participation in the arts; (5) the effect of family background; (6) competition from non-art activities; (7) the extent and nature of unsatisfied demand for arts activities; (8) reasons for nonattendance on the part of those who would like to attend; (9) the relationship of amateur participation to attendance; and (10) the role of formal instruction and a young age exposure to the arts. Almost 40 percent of the respondents had attended a live arts performance, and 3 percent had appeared in a public performance during the previous year. Tables and graphs are included. Appendices include survey documentation and background on methodology, and a list of occupation codes. (JHP)

ED 289 792
SO 018 684

Skocpol, Theda
A Society without a "State"? Political Organization, Social Conflict, and Welfare Provision in the United States.
PUB DATE- 29 Sep 87
NOTE- 38p.; Paper presented at the Institute on Foreign Perspectives on the U.S. Constitution (Racine, WI, September 29, 1987).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constitutional History; Constitutional Law; *Federal Government; Government Role; *Political Science; *Public Policy; Sociology; *Welfare Services
IDENTIFIERS- *Social Security; Social Security Act

The programmatic structure and modes of implementation of U.S. social provisions must be understood in order to gain insight into social programs in the United States. National standards have not been established for public benefits and "social security" has remained firmly separated, both institutionally and symbolically, from "welfare." Many federal measures are undertaken to further the well-being of broad sectors of the populace, including middle-strata employees and small property owners, without carrying the explicit label of "welfare" or "social policy." Comparative historical studies of modern welfare states show that vulnerable groups do best when bureaucrats and national political parties work together to build universal systems of public social provisions, stretching from the upper middle classes to the poorest. The U.S. structures have never allowed such forces to shape social policies. Instead, from the 19th century to the present, U.S. political arrangements have facilitated efforts to provide generous social policies for those in the U.S. majority who can help themselves and strong doses of "rugged individualism" for the minorities who cannot. (SM)

ED 289 819
SP 029 547

Duhon, Rose M.; Daniel, Debra
The Impact of Death of a Loved One on the Cognitive Development of Young Children.
PUB DATE- [87]
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; *Cognitive Development; *Death; Elementary Education; Elementary School Teachers; Emotional Response; *Psychological Needs; *Teacher Role; Teacher Student Relationship

This study analyses the problems facing classroom teachers who must cope with young children who have experienced the death of a parent, a sibling, or a close grandparent. A questionnaire was designed to secure information on the impact of the death of a loved one on the cognitive development of young children. Teachers were asked about the extent of their teacher training in helping children to understand and accept death, and whether or not they felt they possessed the necessary skills to help students who had suffered the death of a close family member. Data were collected from 98 elementary school teachers in Southwestern Louisiana. The data were summarized and analyzed to draw inferences for a solution to the problem of how to help students cope with death and grief without interrupting their cognitive development. (JD)

ED 289 867
SP 029 783

Dougherty, Neil J., IV, Ed.
Principles of Safety in Physical Education and Sport.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
REPORT NO.- ISBN-0-88314-345-3
PUB DATE- 87
NOTE- 186p.; Photographs will not reproduce well.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- *Athletics; Elementary Secondary Education; First Aid; Injuries; Legal Responsibility; *Physical Education; *Safety; Teacher Role

This book was designed to provide the professional with a straightforward and complete resource for those factors that must be considered in the provision of safe units of instruction in the commonly taught sports and activities. Twenty-one chapters provide essential information, checklists, and outlines, as well as ways to ensure student safety. Chapter topics are: (1) the injury problem; (2) legal responsibility for safety; (3) administration of safety; (4) first aid and sport safety policies; (5) archery; (6) basketball; (7) coed flag football; (8) dance; (9) field hockey; (10) fitness and weight training; (11) golf; (12) orienteering; (13) racquet sports; (14) self-defense; (15) soccer; (16) softball; (17) swimming; (18) track and field; (19) tumbling; (20) volleyball; and (21) wrestling. (CB)

ED 289 924
UD 025 909

White, Terry F.
Study of High School Seniors Phi Delta Kappa 1986.
Indiana Univ., Bloomington.
PUB DATE- 86
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Quality; High Schools; *High School Seniors; *Parent Attitudes; *Public Opinion; School Activities; School Policy; *Student Attitudes; Teaching (Occupation); Testing

This 1986 study of high school seniors addresses two topics. First, it reports seniors' attitudes toward and opinions about school, teachers, and school problems. Second, it compares the attitudes and opinions of high school seniors with those of Americans in general and those expressed by parents of high school students. Responses to questions in the following areas are reported: (1) attitudes concerning teachers and the teaching profession; (2) the quality of schools; (3) school activities; (4) school policies and practices; (5) the most serious problems facing public schools; (6) national testing; (7) liking school; (8) future plans of students; and (9) seniors, work, and money. Results are reported in percentages and comparisons are made with previous studies. Information on methodology and on the comparison studies are contained in an appendix. Disaggregated responses are shown for race, sex, type of school, and student grades. (VM)

ED 289 940
UD 025 952

Cubillos, Herminia L.
Los Ancianos: The Aging of the Hispanic Community. A Preliminary Demographic Profile. Project Anciano.
National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.
PUB DATE- Jul 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demography; Educational Attainment; Employment; *Family (Sociological Unit); Health Needs; *Hispanic Americans; Labor Force; *Low Income; *Older Adults; Population Trends; Poverty
IDENTIFIERS- Feminization of Poverty

A demographic profile of the aged Hispanic community, a growing population, is provided. Such socioeconomic data on the Hispanic elderly are needed for developing public policies and programs to meet their growing needs. The following topics are presented: (1) changes in the population; (2) living arrangements; (3) education; (4) employment; (5) income; (6) poverty status; and (7) health. The findings show that most of the Hispanic elderly live in households rather than in nursing homes. One-fourth of them do not receive any form of Social Security benefits. Their poverty rate, although lower than a decade ago, is twice as high as for the White elderly. Also, the feminization of poverty is being experienced in this population. (VM)

ED 289 955
UD 025 973

Cheng, Maisy L.
Visible Minority Representation in the Toronto Board of Education: Staff Changes, 1986.
Toronto Board of Education (Ontario). Research Dept.
REPORT NO.- ISBN-0-88881-191-8
PUB DATE- Nov 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Employment Opportunities; *Equal Opportunities (Jobs); *Ethnic Groups; Foreign Countries; *Labor Force; *Minority Groups; *Occupational Mobility; Professional Personnel; *School Personnel; Staff Utilization
IDENTIFIERS- *Toronto Board of Education ON

This report documents 1986 staff changes at the Toronto Board of Education. It updates a report issued for the previous year in an effort to provide an ongoing picture of equal opportunity practices. The Board employed approximately 9,000 teaching and non-teaching permanent staff in 1986 and recorded staff changes in 12 percent of that work force. The following findings are discussed: (1) 1,082 staff changes were among the teaching and administrative staff, and 464 among the maintenance and plant operations staff; (2) there was an increase of 39 visible minority employees which resulted in a net increase of 6 percent in the teaching sector; (3) new hiring was the most common avenue for mobility for minority personnel and promotion was the least common; and (4) the number of visible minority employees included in the mobility count remained very low among the maintenance and field operation staff despite a substantial increase in staff changes in this division. Statistical data are presented in 6 figures and 9 tables. Two appendices contain samples of research documents. (VM)

ED 289 778
SO 018 553

Repetto, Robert
Population, Resources, Environment: An Uncertain Future.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Jul 87
NOTE- 49p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Depleted Resources; Developed Nations; Developing Nations; Economic Progress; Environment; Policy; *Population Growth; *Population Trends; Poverty Areas
IDENTIFIERS- *Environmental Problems; Technological Change

The links between population growth, resource use, and environmental quality are too complex to permit straightforward generalizations about causal relationships. However, rapid population growth has increased the number of poor people in developing countries, thus contributing to the degradation of the environment and the renewable resources of land, water, and nonhuman species on which humans depend. Demands of the rich industrial countries have also generated environmental pressures; the developed nations have been foremost in consumption of the nonrenewable resources of fossil fuels, metals, and nonmetallic minerals. On the other hand, population and economic growth have also stimulated technological and management changes that help supply and use resources more effectively. Wide variations in the possible ultimate size of world population and accelerating technological change make future interrelationships of population, resources, and the environment uncertain as well as complex. But those interrelationships are mediated largely by government policies. Responsible governments can bring about a sustainable balance in the population/resource/environment equation by adopting population and development policies that experience has shown could reduce future population numbers below the additional five billion projected by the United Nations for the close of the twenty-first century, coupled with proven management programs in both developing and developed countries that could brake and reverse the depletion and degradation of natural resources. Sixty-nine references and 12 tables are provided. (AEM)

ED 289 807
SO 018 768

Sewall, Gilbert T.
American History Textbooks: An Assessment of Quality.
Columbia Univ., New York, N.Y. Teachers College.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 87
NOTE- 84p.; A Report of the Educational Excellence Network.
AVAILABLE FROM- Educational Excellence Network, Box 32, Teachers College, Columbia University, New York, NY 10027 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Grade 5; Grade 8; Grade 11; History Instruction; Political Influences; Publishing Industry; Readability Formulas; Social Studies; Textbook Bias; *Textbook Content; *Textbook Evaluation; Textbook Publication; Textbook Selection; *United States History
IDENTIFIERS- *American History Textbooks Project

United States history as a linchpin in the school curriculum and as a potentially exciting, sometimes electrifying, subject was the conviction underlying this analysis of U.S. history textbooks. This assessment investigates the capacity of leading U.S. social studies and history textbooks to inspire the imagination of students through effective literary, pictorial, and historigraphic techniques. Twelve panelists of historians, journalists, editors, and teachers were charged to act as expert reviewers of textbooks at the fifth, eighth, and eleventh grade levels. The review specifically sought to examine books in depth and to identify and review those texts already established in the marketplace. The reviewers found that many U.S. history textbooks strive for simple, inoffensive prose that often lacks the qualities of good literature and fine history. While these textbooks may be effective reference materials, they are not compilations aimed at inspiring and exciting the reader through vital treatment of subject. Recommendations of the panelists include: (1) scaling down the size of textbooks; (2) rededicating textbooks to the text; (3) hiring better textbook writers; (4) emphasizing primary source materials; (5) putting minority group issues into historical context; and (6) initiating textbook review by independent sources, such as newspapers and news magazines. (SM)

ED 289 836
SP 029 704

Ellis, Michael J.
The Business of Physical Education. Future of the Profession.
REPORT NO.- ISBN-0-87322-127-3
PUB DATE- 88

NOTE- 222p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Marketing Director, Box 5076, Champaign, IL 61820 ($28.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Educational Development; *Educational Sociology; Elementary Secondary Education; *Futures (of Society); Health Services; *Physical Education; Social Influences

This book presents a survey of the socioeconomic context of physical education and: (1) sketches the roots of the field; (2) relates the field to the changing nature of the society in which it exists; and (3) seeks to predict the nature of the profession, its content, and its relation to society in the future. The first two chapters set the scene by showing that physical education is embedded in the wider society and is also changed by society. It is indicated that the problems for contemporary physical education are rooted in massive forces that have developed in society at large. Chapter 3 discusses the changing demography and geography of the nation as sources of influences on the field. Chapter 4 charts the effects that the reorganization of the health care industry is likely to have on physical education and its neighboring fields. Chapters 5 through 7 discuss the changes occurring within physical education. Chapter 8 proposes models for physical education to carry it through the next phase of development. The final chapter summarizes the major challenges and opportunities ahead for physical education. (CB)

ED 289 852
SP 029 737

Ashbaker, Betty Y.; Bench, Varnell A.
Davis County School District/Utah State University Development of Leadership in School Administration. A Partnership Program 1987-88.

PUB DATE- 23 Nov 87
NOTE- 14p.; Paper presented at the National Conference of the National Council of States on Inservice Education (12th, San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Selection; *College School Cooperation; Curriculum Development; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Leadership Training; *Professional Development
IDENTIFIERS- *Davis School District UT; *Utah State University

Not unlike many public school districts, Davis County School District (Utah) has had limited administrative turnover in the past decade. However, the state has been endorsing the trend toward retirement at 55 years of age and 25 years of experience, leaving the public schools with a potential "en masse" turnover of 35.8 percent of the administrative staff. Many replacements would be needed, and the pool must be large enough to include women. Through a cooperative program between the school district and Utah State University, relevant, current, and practical training courses were developed. Courses were delivered on site in the school district. The spring of 1987 and the autumn of the 1987-88 school year saw the dramatic turnover. Teachers had been trained in the administrative/supervisory program and were ready to apply as the positions were vacated. A report of the number of new principals hired in the district, the increase in the number of female principals, and an overview of the numbers and quality of applicants are analyzed as validation of the program's success. (Author/JD).

ED 289 910
TM 870 741

Velanoff, John
Computer Assisted Learning and Evaluation.
PUB DATE- Jul 87
NOTE- 64p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Assisted Testing; Computer Uses in Education; Courseware; *Difficulty Level; Foreign Countries; Higher Education; *Independent Study; *Law Related Education; *Multiple Choice Tests; Scoring; Test Construction; Test Format; Test Interpretation; Test Items
IDENTIFIERS- Canada

This report describes courseware for comprehensive computer-assisted testing and instruction. With this program, a personal computer can be used to: (1) generate multiple test versions to meet test objectives; (2) create study guides for self-directed learning; and (3) evaluate student and teacher performance. Numerous multiple-choice examples, drawn from a legal studies curriculum at Fanshawe College, London (Ontario), Canada, illustrate ten difficulty levels, ranging from a simple true/false choice (at Level 1) to a complex choice of two or more correct statements from a list of five or more statements (at Level 10). Four sample printouts show supplementary information provided to teachers. Addenda A prints student grades and individual responses to test items. Addenda B tabulates a statistical summary of class performance. Addenda C displays for each question the number of students choosing each possible answer, and, to detect any response bias, the number choosing A, B, C, and so forth across all test items. Addenda D reports a difficulty index, a discrimination index, and a measure of distractor effectiveness for each question. A bell curve can also be produced. Sample questions from philosophy, sociology, and business-related disciplines are offered, along with a case study suitable for adaptation to a home telecourse. (LPG)

ED 289 820
SP 029 567

Thompson, Jay C., Jr.; Cooley, Van E.
An English Perspective on Inservice: A Comparative Analysis to Practices and Views in the United States.
PUB DATE- 22 Nov 87
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Comparative Analysis; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; *Program Design; *Program Effectiveness; Staff Development; *Teacher Participation
IDENTIFIERS- *England; *United States

The study was designed to analyze and compare inservice attitudes and practices in England to selected United States schools identified as having outstanding programs. Perceptions of chief education officers in English government schools were compared to those of selected superintendents in United States schools regarding inservice concepts and practices. Data revealed agreement on several items regarding importance and practice of inservice concepts while differing perceptions and practices were also found. English respondents reported greater emphasis than their American counterparts upon the following: (1) programs should have written desired outcomes; (2) sessions should involve "hands-on" activities; (3) inservice should be required for all new staff; and (4) university based courses were more likely to be used for inservice. On the other hand, United States superintendents reported greater emphasis upon the following: (1) teachers were provided administrative support following inservice; (2) teachers were involved in planning inservice activities; (3) follow-up materials were provided; (4) sessions were designed to meet teacher needs; (5) participation was more likely to be mandatory; and (6) teachers were more likely to view inservice as a burden. Study participants concluded that systematic inservice is a means to foster excellence. (Author/JD)

ED 289 868
SP 029 785

Mozzini, Lou; And Others
Children/Youth Physical Fitness Program Management System.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA.
REPORT NO.- ISBN-0-88314-318-6
PUB DATE- 85
NOTE- 114p.; A product of the City and County Directors Council of the Association for Research, Administration, Professional Councils, and Societies.
AVAILABLE FROM- AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Health Education; *Physical Education; *Physical Fitness; *Program Development

Intended for physical fitness program managers, this book presents a system through which these professionals can justify, evaluate, develop, supervise, and promote a sound physical fitness program. Sections address the management stages of: (1) program assessment; (2) program commitment; (3) physical fitness program planning; (4) program implementation (administrative functions); (5) program implementation (instructional functions); (6) public relations; and (7) program supervision and evaluation. Each section contains management planning steps which suggest various actions the administrator should take to accomplish the listed management objectives. Sample activities and products are suggested for each management planning step. Reference material is provided to support each of the management objectives. (CB)

ED 289 882
TM 870 462

Denton, Jon J.; And Others
Influence of Subject Characteristics, Incentives and Multiple Mailouts on Survey Responses.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Alumni; Attitude Measures; College Graduates; Data Collection; *Graduate Surveys; Higher Education; *Incentives; Newsletters; Questionnaires; *Response Style (Tests); Sampling; Surveys; Teacher Attitudes
IDENTIFIERS- *Mail Surveys; *Response Rates (Questionnaires)

This inquiry was conducted to examine influences on perceptions of survey subjects regarding ideographic characteristics of the subjects, incentives to enhance mail returns, and multiple requests for information. A mail survey sent to 297 former education students from a large university produced responses from 48.3% of the sample. The ideographic characteristics considered were date of graduation and level of work experience; the incentives considered were receipt of a newsletter and/or receipt of 25 cents mailed with the survey. Analysis of returns showed: (1) sampling former students across level of teaching experience and year of graduation did not result in a response bias to an instrument seeking perceptions on topics of general professional interest to teachers; (2) using incentives did not introduce a response bias; (3) receipt of a university newsletter did produce a higher response ratio, but receipt of a small monetary incentive (25 cents) did not; and (4) using multiple mailouts to increase the number of responses did not affect response patterns across mailout requests. (Author/JGL)

ED 289 897
TM 870 673

Ingels, Steven J.; And Others
National Education Longitudinal Study of 1988. Field Test Report.
National Opinion Research Center, Chicago, Ill.

SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- 1 Jul 87
NOTE- 658p.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Administrator Attitudes; Attitude Measures; Biographical Inventories; *Data Collection; Followup Studies; Grade 8; Item Analysis; *Longitudinal Studies; *National Surveys; Parent Attitudes; *Pretesting; Questionnaires; Research Design; School Surveys; Secondary Education; Student Attitudes; Teacher Attitudes; *Test Construction; *Young Adults
IDENTIFIERS- *National Education Longitudinal Study 1988

In anticipation of the base-year survey of the National Education Longitudinal Study of 1988 (NELS:88), a field test of the questionnaire and test items was conducted in 1987. NELS:88 is a national, longitudinal study designed to provide trend data about the critical transitions of young people as they develop, attend school, and enter the work force. The base-year NELS will survey a sample of 26,200 eighth graders from 800 public and 200 private schools. Follow-up surveys will be repeated every two years. NELS questionnaires include surveys of students, teachers, administrators, and parents; both biographical and attitudinal items are included. The student survey also contains cognitive tests in reading/English, mathematics, science, and social studies. Five states were selected as field test sites for these instruments. A number of analyses were conducted on the test items and the sampling procedures. Both classical test theory and latent trait theory were used to determine the most appropriate items. The field test also examined the effects of conducting orientations and ways of distributing parent questionnaires. Results generally demonstrated the appropriateness of the survey design, procedures, and instruments. Problems with specific items were reported. This report includes chapters on: (1) field test preparation; (2) student data collection; (3) analysis of student survey results; (4) parent survey; and (5) school and teacher surveys. The extensive appendices contain nine research instruments: Eighth Grade Locator Booklet; Eighth Grade Questionnaire; Tenth Grade Questionnaire; Twelfth Grade Questionnaire; Parent Questionnaire; Teacher Questionnaire; School Questionnaire; New York Supplement; and Summary of Cognitive Test Battery. (GDC)

ED 289 925
UD 025 911

A Blueprint for Success: Community Mobilization for Dropout Prevention.

National Foundation for the Improvement of Education, Washington, D.C.
REPORT NO.- NFIE-A701-00343-1
PUB DATE- 87
NOTE- 66p.
AVAILABLE FROM- National Foundation for the Improvement of Education Publications; P.O. Box 509, West Haven, CT 06516 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Citizen Participation; *Community Action; Community Programs; *Dropout Prevention; Dropout Programs; Individual Power; *Program Development; *Program Implementation; *School Community Programs; Secondary Education
IDENTIFIERS- Empowerment; *Mobilization

The school dropout rate is a problem which educators cannot solve alone. It will take a total societal effort to design solutions. This document presents the ideas and strategies discussed at a conference on dropout prevention attended by leaders of national education organizations. Theoretical as well as practical suggestions are given to begin the process of mobilizing the community to combat the dropout rate. Components of this process are the following: (1) mobilizing the individual; (2) mobilizing the coalitions; (3) mobilizing the public; (4) mobilizing the agencies; (5) acting on the vision; and (6) sustaining the effort over the long run. Advice and checklists are provided for each of these steps. (VM)

ED 289 941
UD 025 953

McKay, Emily Gantz
The Changing Demographics of the Hispanic Family.
National Council of La Raza, Washington, DC. Office of Research
Advocacy and Legislation.
PUB DATE- Jul 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demography; *Family Income; *Family Structure; *Heads of Households; *Hispanic Americans; Marriage; Poverty; Pregnancy; Religion; *Socioeconomic Status; Unemployment

Hispanics will become the largest United States minority population sometime early in the next century. A problem that arises with attempts to provide Hispanic people with better opportunities is the lack of adequate data on Hispanic socioeconomic status. Those data which do exist focus on problems of the individual, yet one of the greatest strengths of the Hispanic community is its strong supportive family structure. This report presents the changing demographic status of Hispanic families and projects social trends for the next century. The major findings are: (1) Hispanics are more likely to live in multigenerational families than other Americans; (2) inadequate income is a major problem; (3) large families and those headed by females are especially likely to be poor; and (4) as the proportion of Hispanics grows in the United States population, the status of these families is more of a matter for concern. (VM)

ED 289 956
UD 025 977

Equity in Education Financing.
Alberta Dept. of Education, Edmonton.
PUB DATE- 13 Oct 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Cost Effectiveness; *Educational Finance; Equal Education; Foreign Countries; *School District Autonomy; *School Taxes; *Student Needs
IDENTIFIERS- *Alberta

This paper addresses concerns with equity in education financing in Alberta, Canada. It describes the major issues involved in funding education and proposes alternative ways of addressing them. The issues are the following: (1) every student should have access to an education which meets his/her needs, but the costs of this education varies widely across the province; (2) there are significant inequities in the level of taxes paid by residential and non-residential taxpayers; and (3) school boards are increasingly dependent on local revenues and some do not want this local taxing power eroded. In addition to these issues there are five principles of education funding contained in Alberta's New School Act which must be considered in any new school finance plan. They are the following: (1) access to quality education; (2) equity; (3) flexibility; (4) responsiveness; and (5) accountability. Five new funding options are proposed in consideration of the issues and principles. Their advantages and disadvantages are presented. Statistical data are included in two appendices. (VM)

ED 289 749
SO 017 571

Museum Education Research: Future Directions.
Museum Education Roundtable, Rockville, MD.
PUB DATE- 86
NOTE- 25p.
AVAILABLE FROM- Museum Education Roundtable, Box 8561, Rockville, MD ($20.00 for yearly subscription of 4 issues).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior; *Educational Research; Educational Theories; *Futures (of Society); Learning Experience; Learning Processes; *Museums; *Research and Development
IDENTIFIERS- *Museum Studies

Six museum education and learning researchers discuss the need to study how people learn and behave in museums and what kind of current research studies should be undertaken. Mary Ellen Munley, in "Back to the Future: A Call for Coordinated Research Programs in Museums," describes the differences between the terms "evaluation," "audience research," and "education research" and recommends establishing major systematic programs of museum-based research that are similar to ones initiated in the 1920s and 1930s. In "Educational Exhibitions: Some Areas for Controlled Research," C. G. Screven believes that priority should be placed on more and better empirical studies undertaken in museum settings, while John and Mary Lou Koran propose the development of a model based on cognitive philosophy and tested through studies and simulations of museum learning in "A Proposed Framework for Exploring Museum Education Research." Robert Wolf, in "The Missing Link: A Look at the Role of Orientation in Enriching the Museum Experience," suggests that new information about museum learning is not likely to be discovered and believes efforts should be directed toward issues such as the mechanics of visitor orientation. In "Computers Everywhere: But What Has Happened to the Research?" Patricia McNamara discusses the need to discover new ways to use computers for learning and uses research about visitor utilization of museum computers as an example of what can be accomplished and what is not currently being done with museum research. (JHP)

ED 289 764
SO 018 357

Robinson, John P.; And Others
Survey of Public Participation in the Arts: Volume II. Changes in American's Participation, 1982-1985. Final Report.
Maryland Univ., College Park.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Mar 87
NOTE- 95p.; Appendix A tables contain small/marginally legible print. For a related document, see SO 018 352.
CONTRACT- NEA-DCA-85-24
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Activities; Attendance; *Attitude Change; *Behavior Change; Change; Data Analysis; Data Interpretation; National Surveys; Participant Characteristics; *Participation; Research Projects; Research Reports; *Theater Arts
IDENTIFIERS- Survey of Public Participation in the Arts

The primary purpose of this report was to compare data obtained from the 1982 and 1985 "Survey of Public Participation in the Arts." Comparisons of core questions and responses indicate that: (1) 1985 results are very close to those obtained in 1982; (2) there was a statistically significant decline in musical theater performance attendance; and (3) the only performing arts attendance group to increase was ballet attendees. Recreational activity participation increased in exercise related activities and declined in movie attendance, amusement park activities, gardening, and sewing crafts. Declines were also found in participation through watching plays and musical theater on television, and increases were noted for participation in arts related craft classes. An increased number of U.S. adults indicated that they liked jazz, soul/blues, rock, mood/easy listening, and hymns/gospel music, while preferences for country/western music declined. Tables are included, and appendices report: (1) the demographic predictors of participation; (2) demographic comparisons of 1982 and 1985 samples; and (3) differences by 3-year age cohort categories. (JHP)

ED 289 793
SO 018 686

Sanchez, Tony
Jamestown II: Building a New World.
PUB DATE- 87
NOTE- 15p.; Document contains broken dot matrix print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Colonial History (United States); Conflict Resolution; Creative Thinking; Critical Thinking; Decision Making Skills; Futures (of Society); Instructional Materials; Learning Activities; Learning Strategies; *Science Fiction; Secondary Education; *Simulation; *Social Studies; Values; Writing Skills

This simulation uses a science fiction setting to capture the unparalled adventure, danger, and uncertainty of the colonization period in United States history. The simulation can be done in small groups or individually, and value judgments affect the outcome of the simulation. The premise of the simulation is that due to overpopulation, starvation, and pestilence, the United States has decided to experiment with building a space colony on Mars, tentatively dubbed "Jamestown II." The simulation is composed of eight basic problems. The four considered before the trip are to: (1) submit a blueprint and cost estimates of the proposed colony within the given area; (2) determine the jobs and requisite skills for the 500 colonists; (3) decide which essential supplies must be taken on the initial trip; and (4) propose laws or rules for governing the colony. The four problems considered after colonization are to: (1) write a speech to address questions posed by 200 disgruntled colonists who want to return to earth; (2) decide what action should be taken against two saboteurs; (3) convince the inhabitants of Mars that the colonists mean them no harm; and (4) write a report to the President of the United States evaluating the success or failure of the colony and recommending whether other colonies should be built. A schedule for the simulation is appended. (SM)

ED 289 837
SP 029 706

Haywood, Kathleen M.
Laboratory Activities for Life Span Motor Development.
REPORT NO.- ISBN-0-87322-134-6
PUB DATE- 88
NOTE- 158p.
AVAILABLE FROM- Marketing Director, Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($16.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Higher Education; *Learning Activities; Motor Development; *Movement Education; *Physical Education Teachers; *Preservice Teacher Education; Psychomotor Skills; *Student Evaluation

This manual describes motor development laboratory activities to help future physical education teachers observe, assess, measure, and test students' motor skills. A total of 20 laboratory activities are described under five sections geared toward: (1) physical growth and maturation; (2) assessing early motor development; (3) assessing basic motor skills; (4) assessing skills by quantity and task difficulty; and (5) assessing correlates of motor development. Most of the activities include information on objectives, activity format, relevant readings, procedures, activity forms, illustrations, and discussion questions. Head circumference percentiles and observations checklist are appended. (CB)

ED 289 853
SP 029 750

Speak, Lynda; Britton, Nancy
What Do Staff Developers Need To Know about Implementation of Training?
PUB DATE- [87]
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Content; Elementary Education; *Inservice Teacher Education; *Knowledge Level; Program Development; *Program Effectiveness; Research Utilization; Staff Development; *Teacher Attitudes

This paper describes a study which explored the variables of teacher knowledge of content, teacher attitude toward the content, and span of time with regard to implementation of selected teaching practices in the elementary classroom. The 32 elementary classroom teachers who comprised the sample received 2 days of training in instructional practices based on the work of Madeline Hunter. Upon completion of the training, the teachers completed a test designed to measure content knowledge and attitude. Using the test data, four strata were determined. Teachers in each stratum were observed four weeks after completion of the training and again eight weeks after the training. An implementation score was determined for each of the classroom observations. Results indicate that high content knowledge had a significant relationship to classroom implementation. No significance was found for attitude or for span of time in terms of their relationship to classroom implementation. Factors that may explain these findings are presented as well as suggestions for further research. (Author)

ED 289 911
TM 870 747

Johnson, Carl I.
New Jersey High School Proficiency Test: Identification of the Skills and Development of the Items.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
REPORT NO.- PTM-600-2
PUB DATE- 86
NOTE- 61p.; For related documents, see TM 870 748-752.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Educational Assessment; Educational Objectives; High Schools; Item Analysis; Mathematics Skills; *Minimum Competencies; *Minimum Competency Testing; Reading Skills; *Skill Analysis; *State Programs; Statewide Planning; *Test Construction; *Testing Programs; Test Items; Writing Skills
IDENTIFIERS- New Jersey; *New Jersey High School Proficiency Test

This booklet describes the test development process used to upgrade New Jersey's basic skills competency test, the High School Proficiency Test (HSPT). Ninth-grade students in New Jersey public schools must pass this test of reading, writing, and mathematics skills in order to receive a state endorsed high school diploma. Test development committees composed of members representing elementary, secondary, and higher education, as well as the business community, parents, and the New Jersey State Department of Education were formed in the areas of reading, writing, and mathematics. The procedures they followed included: (1) identification of skills to be tested in reading, writing, and mathematics; (2) selection of a contractor capable of writing the test items, producing and printing the booklets, scoring the tests, and distributing the test results to local school districts; (3) field testing items to gather empirical evidence of their validity and reliability; and (4) final selection of test items based on field testing results. This test development process is repeated annually, adding new items for testing the same skills. The interval between initial writing of test items to production and distribution of tests is ten months. Appendices include lists of committee members and extensive skill lists. (KSA)

ED 289 779
SO 018 568

Gore, Deborah, Ed.
The Iowa Territory's 150th Birthday.
Iowa State Historical Society, Iowa City.
PUB DATE- Sep 87

NOTE- 33p.
AVAILABLE FROM- State Historical Society of Iowa, 402 Iowa Avenue, Iowa City, IA ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Journal Articles (080)
DESCRIPTORS- American Indian Literature; American Indians; Class Activities; Debate; Dramatic Play; Elementary Education; History Instruction; Instructional Materials; *Social Studies; *State History
IDENTIFIERS- *Iowa; *Pioneer Life

The focus of this issue is to explore the lives of pioneers who lived during the territorial period (1838-1846). Articles and activities highlight various aspects of pioneer life. "Celebrate 150!" reviews the settlement of the territory and the establishment of a territorial government. Excerpts from actual newspapers and books, published between 1836 and 1846, are contained in the "Goldfinch Territorial Press," and a story intended to teach both students and adults what it means to be a part of the human race and a member of the Mesquakie tribe is told in "Mesquakie Folk Tales." The impressions of an early pioneer upon his arrival in the territory are portrayed in "A Beautiful Looking Prairie," and a study of the diaries of pioneer women in "Frontier Women" describes the day-to-day concerns of those early settlers. The settlement and growth of Davenport, Iowa is told in "Early River Town." A six-act play based on true events dramatizes the border dispute between the territory of Iowa and the State of Missouri. Pros and cons are provided for a student debate concerning the issue of Iowa's statehood in 1846. A final article discusses the relocation of Indian tribes. (SM)

ED 289 808
SO 018 774

Patrick, John J.
Teaching and Learning about the Constitution in Secondary School Courses on American History: Persistent Problems and Promising Practices.
Social Studies Development Center, Bloomington, Ind.
PUB DATE- 28 Dec 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Historical Association (102nd, Washington, DC, December 27-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constitutional History; Course Content; Course Evaluation; Curriculum Development; Curriculum Evaluation; Instructional Development; Instructional Effectiveness; Instructional Improvement; Instructional Innovation; Instructional Material Evaluation; Instructional Materials; Learning Activities; Secondary Education; *Social Studies; *Teaching Methods; *United States History
IDENTIFIERS- *Bicentennial; Problem Identification; *United States Constitution

This document addresses the questions of what teachers have achieved during the U. S. Constitution Bicentennial celebration in the areas of curriculum development and instruction and whether or not the celebration has been accompanied by educational renewal and improvement in secondary schools. Persistent problems in teaching and learning about U.S. constitutional history include confused curriculum priorities, inadequate treatment in some textbooks, and serious deficiencies in students' knowledge. Promising teaching practices and methods include the development of new resources, such as: (1) educational television programs; (2) history lessons that might supplement shallow and bland textbooks; (3) study units on specific historical periods or themes; and (4) classroom forums for detailed study of historical issues. Recommendations, useful in sustaining the Bicentennial's achievements, include the need to: (1) assign high priority to goals and content selection criteria concerning the historical role of the U.S. Constitution; (2) expand coverage of the U.S. Constitution in standard secondary school textbooks; (3) provide students with opportunities for in-depth studies of major events, issues, and themes; (4) use lessons that require interpretation, analysis, and synthesis of primary sources; (5) emphasize ideas in constitutional history; (6) stress the paradoxes of U.S. constitutional government; (7) connect the U.S. Constitution to contemporary citizenship concerns; and (8) use comparative and global perspectives. (JHP)

ED 289 821
SP 029 580

Instructional Partners, Principals, Teachers, and Instructional Assistants.
Indiana State Dept. of Public Instruction, Indianapolis.
PUB DATE- [86]
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Techniques; *Educational Cooperation; Elementary Education; *Elementary School Teachers; Principals; Teacher Qualifications; *Teacher Role; *Teaching Assistants; *Teamwork
IDENTIFIERS- Indiana

This handbook examines various topics of interest and concern to teachers as they work with instructional assistants forming a classroom instructional partnership and functioning as a team. These topics include: (1) instructional assistant qualifications; (2) duties--instructional, classroom clerical, auxillary; (3) factors to be considered when selecting an instructional assistant; (4) teacher/assistant responsibilities; and (5) special concerns and suggested techniques. A resource section covers the folowing topics: (1) glossary of educational terms; (2) child growth and development; (3) types of student questions; and (4) a sample instructional assistant application form. (JD)

ED 289 869
SP 029 786

Teacher Assessment.
Association of Teacher Educators, Reston, Va.

PUB DATE- 88
NOTE- 63p.
AVAILABLE FROM- Association of Teacher Educators, 1900 Association Drive, Reston, VA 22091 ($5.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; *Evaluation Methods; Legal Problems; *Policy Formation; Political Issues; Teacher Effectiveness; *Teacher Evaluation; Testing

This monograph explores many of the issues related to teacher assessment. In Section I, the criteria for teacher assessment and evaluation are discussed. An analysis is given of the issues involved in teacher assessment in the second section. Among the issues considered are the validity of research findings on teacher effectiveness, measurement techniques, the political implications of teacher evaluation, and legal issues involved in occupational assessments. The question of using evaluation to improve teaching is also discussed. Recommendations are made on dealing with the issues involved in teacher evaluation, and 42 references are listed. The appendix contains a list of state-mandated tests for prospective teachers and their uses and purposes. (JD)

ED 289 883
TM 870 482

Royeen, Charlotte Brasic; Fortune, Jim Carlton
Purposive Sampling in Clinical Research.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Clinical Psychology; Medical Research; Models; *Probability; *Psychological Studies; *Research Design; Research Methodology; *Research Problems; *Sampling
IDENTIFIERS- Central Limit Theorem

This paper identifies typical sampling problems, including improper application of the Central Limit Theorem, that are associated with the probability-based sampling procedures currently used in clinical psychology research. It then presents two alternative research designs, the theory validation model and the extended case study model, which avoid some or all of these sampling problems. Both these models are based on purposive sampling, a type of non-probability sampling, which selects subjects according to a psychological theory and relates the results back to that theory. The procedural steps for each model are listed and the key advantages in assuring validity are outlined. These advantages are: (1) replication is built into each design through multiple experiments or cases; (2) data are interpreted in terms of a theory and generalized to a theory, rather than to a population; (3) data are gathered in naturalistic, clinical settings; and (4) small sample research is likely to have smaller or less bias using purposive sampling than using probability-based sampling. (JGL)

ED 289 926
UD 025 932

Welfare and Taxes: Extending Benefits and Taxes to Puerto Rico, Virgin Islands, Guam, and American Samoa. Report to the Acting Chairman, Subcommittee on Public Assistance and Unemployment Compensation, Committee on Ways and Means, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-60
PUB DATE- Sep 87
NOTE- 213p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Status; *Federal Aid; *Federal Programs; *Social Services; *Taxes; Unemployment
IDENTIFIERS- Aid to Families with Dependent Children; American Samoa; Food Stamp Program; Guam; Income Taxes; Medicaid; Puerto Rico; *United States Territories; Virgin Islands

The provision of Federal aid is more limited in United States territories and possessions than it is in the states. These areas are generally exempt from Federal taxes as an incentive to their economic self-reliance. This study analyzes the impact of extending full Federal aid and income taxes to these areas. Although Federal spending in these territories would double, more revenue would be generated from the taxes. This revenue may decline over time however, due to the loss of business tax incentives for American corporations with operations in the territories. Analysis of the considered change shows an increase in Federal costs in the territories and a decrease in their own costs. The leaders in these territories are not in favor of extending the Federal income tax. Some favored the extension of aid programs but expressed some concern about welfare dependency, work disincentives, and an influx of immigrants who want public assistance. Seventeen appendices and 21 tables cover descriptions of Federal programs, local demographics of the territories, and comments from United States and territory officials. (VM)

ED 289 942
UD 025 954

Yzaguirre, Raul
Testimony on Unemployed Disadvantaged Youth. Presented before the Senate Subcommittee on Labor of the Senate Committee on Labor and Human Resources, United States Senate.
National Council of La Raza, Washington, D.C.
PUB DATE- 17 Feb 87
NOTE- 10p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; Dropouts; Economic Status; *Employment Experience; *Federal Programs; *Hispanic Americans; Job Training; *Labor Force Nonparticipants; *Unemployment; Welfare Recipients
IDENTIFIERS- Comprehensive Employment and Training Act; Job Training Partnership Act 1982

This testimony on unemployed disadvantaged youth given before the Senate Subcommittee on Labor focuses on the condition of Hispanic and other disadvantaged youth in the labor force. The experiences of these youth with the Job Training Partnership Act (JTPA) are discussed, and the following problems are elucidated: (1) failure to meet the requirement that 40 percent of the funds be spent on youth services; (2) the use of short-term, low cost programs that cater mostly to the most job-ready participants; and (3) targeting in-school youth or high school graduates to the exclusion of dropouts. More flexibility is needed so that localities can implement programs for all disadvantaged youth not just those receiving Aid to Families with Dependent Children (AFDC) benefits. The JTPA should be amended to provide for remedial programs, dropout prevention and school-to-work transition services. Work experience opportunities must be greatly expanded. (VM)

ED 289 957
UD 026 005

Alexander, Dorothy L.; And Others

Effective Compensatory Education Sourcebook. Volume III: Project Profiles.
Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 171p.; For volumes I and II, see ED 276 787-788.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Compensatory Education; *Educational Improvement; *Educationally Disadvantaged; Elementary Secondary Education; Evaluation Criteria; Instructional Effectiveness; Parent School Relationship; Program Costs; *Program Effectiveness; Public Education; *Success
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This volume is a collection of profiles of 130 outstanding Chapter 1 programs across the United States. All of the programs have been given special recognition by the United States Department of Education because they have been unusually successful in meeting the needs of disadvantaged students. The criteria used for judging the effectiveness of a project were based on the number of attributes incorporated from the following list: (1) clear project goals and objectives; (2) coordination with the regular school program/other special programs; (3) parent/community involvement; (4) professional development and training; (5) strong leadership; (6) appropriate instructional materials, methods, and approaches; (7) high expectations for student learning and behavior; (8) positive school/classroom climate; (9) maximum use of academic learning time; (10) closely monitored student progress; (11) regular feedback and reinforcement; (12) excellence recognized and rewarded; and (13) evaluation results used for project improvement. The projects submitted evidence of achievement and gains. The profiles contain the following information: (1) name and address; (2) setting; (3) number of students; (4) grade levels; (5) curriculum; (6) per pupil cost; (7) indicators of success; and (8) attributes of success. These programs from the 1985-1986 school year scored high on the appropriateness of the instructional materials, their articulation with the regular school program, and parent/community involvement. A list of nominated and selected programs, a tabular profile index of these programs, and a geographical index of them comprise the three appendices. (VM)

ED 289 750
SO 017 854

Wilson, James Q.
Crime and American Culture. Ethics and Public Policy Essay #43.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-070-2
PUB DATE- Apr 83
NOTE- 35p.
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham, MD 20706 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Crime; Crime Prevention; Criminal Law; Criminals; Cultural Differences; *Cultural Influences; Cultural Pluralism; Cultural Traits; *Culture; Culture Conflict; Law Enforcement; *Law Related Education; *Moral Values; United States History

The great waves of foreign immigration, the onset of rapid industrialization, the emergence of an urban working class--all features of the post Civil War United States that might have contributed to rising crime rates--did not. Ted Robert Gurr suggests that a growth of the "civilizing process" occurred in which people turned away from violence and internalized or displaced aggressive impulses. The process began among upper socio-economic groups and was given institutional expression in various reform movements. Beginning in the 1920s, the educated classes in America repudiated moral improvement as it had been defined during the preceding century. Child rearing views began to change in the 1920s. Character development was replaced with personality development. By the 1960s, the baby boom generation had come of age. The psychology of radical individualism and the philosophy of individual rights triumphed. The factors that most directly influence crime (family structure, moral development, the level of personal freedom) are the very things that U.S. citizens do not easily change or, for persuasive reasons, do not wish to change. Law becomes more important as informal social control becomes less important. Thousands of neighborhood organizations and civic enterprises have emerged from a desire to reduce crime by direct popular action. This recourse to informal communal action has grown out of a reaffirmed allegiance to a communal theory of social control. (SM)

ED 289 765
SO 018 358

Ellis, Diane C.
Minorities and Women in the Arts: 1980.
Wordworks, Brunswick, MD.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- Apr 87
NOTE- 91p.; For the 1970 report, see SO 017 949; for another related document, see SO 018 352.
CONTRACT- NEA-DCA-86-19
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art; Art Activities; *Artists; Asian Americans; Blacks; Data Analysis; *Ethnic Groups; Ethnicity; *Females; Hispanic Americans; *Income; *Minority Groups; National Surveys; Occupational Surveys; Research Projects; Research Reports

This report summarizes and compares data, extracted from U.S. Census Bureau reports, relating to the numbers and relative earnings of artists from different racial and ethnic backgrounds and for male and female artists. Results indicate that Black and Hispanic workers are underrepresented in artist occupations in relation to their numbers in the civilian labor force. They also earn less than other artists; however, their earnings as artists are greater than their earnings in the general labor force. Those in the residual ethnic class of "others," principally Asian Americans, do relatively well in arts occupations, both in their numbers and in their earnings. The proportion of women workers in artist occupations rose from 25 to 38 percent during the 1970s. At the same time the proportion of women in the overall work force increased to 43 percent. The results indicate that artist occupations still lag behind the general labor force in women's participation but that the gap has been reduced. The relative earnings of women artists changed little between 1970 and 1980. The median earnings of women artists in 1980 was 59 percent of the earnings obtained by men. Data are displayed in 10 tables. Additional and more extensive tables are contained in the appendices. They include: (1) artists' median earnings and ethnic distribution in the civilian labor force by occupation, sex, ethnicity, and weeks worked; (2) artists' age distribution by occupation, sex, and ethnicity; and (3) ethnic distribution of earnings by artist occupation and major industry. (JHP)

ED 289 794
SO 018 690

The Mini-Economy: Integrating Economics into the Elementary Curriculum.
Indiana State Dept. of Education, Indianapolis.

PUB DATE- Jun 86
NOTE- 82p.; Photographs will not reproduce well.
AVAILABLE FROM- Indiana Dept. of Education, OSA, Room 229 State House, Indianapolis, IN 46204 ($4.00 each; over 25, $3.50 each).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics Education; Elementary Education; *Elementary School Curriculum; Experiential Learning; Instructional Materials; Learning Activities; *Simulation; *Social Studies

The focus of this guide is to simulate real world economic activity in the classroom by using a form of economics instruction called a " mini-economy." In a mini-economy, students earn play money in a variety of ways and spend it at a class store or class auction. Students apply for classroom jobs, run businesses, pay taxes, buy rental properties, and make investments. Chapter one of the guide deals with the effectiveness of using the mini-economy in economics instruction. Chapter two presents steps for establishing the mini-economy, such as: (1) designing the classroom money; (2) determining what items and privileges the money will buy; (3) determining how to distribute items and class privileges; and (4) deciding how students will earn the money. After the mini-economy has been established, chapter three illustrates ways of expanding it, such as establishing banks, insurance companies, and real estate companies. Chapter four deals with concerns that teachers may have about carrying out economic activities in the classroom. Resources for implementing the mini-economy are: (1) a 12-item bibliography of curriculum material; (2) a glossary of economic terms; (3) suggested models for inservice; and (4) reproducible mini-economy aids. (SM)

ED 289 838
SP 029 711

Sears, James T.; And Others
Investigating Model Teacher Education Reform: Acclimation--Entering the Teaching Profession.
PUB DATE- Oct 87
NOTE- 41p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; Higher Education; *Internship Programs; *Preservice Teacher Education; Program Attitudes; *Program Effectiveness; *Student Attitudes; Student Characteristics; Student Recruitment; Teacher Education Curriculum; *Teacher Education Programs; Teaching Experience
IDENTIFIERS- *Bridenthal Internship in Teaching Program

This paper is an interim report from a six-year study of the Bridenthal Internship in Teaching (BIT) program; an innovative, reform-oriented teacher education program. The data discussed in this paper were collected during the program's "acclimation" phase (1984-1986) experienced by 17 high ability young people, the Bridenthal Interns, who were carefully selected for training and retention in the teaching profession. Periodic audio and video-taped interviews were conducted with participants, parents, staff, and faculty. Several instruments which were designed to gauge career interest, maturity, and value orientation also were administered. Additional data were collected through interns' personal journals, classroom observations, paper-and-pencil instruments, and analysis grounded upon previously collected qualitative data. This paper has four major objectives: (1) to describe the most salient features of the BIT program; (2) to identify specific characteristics (e.g., the need to maintain an association with a special group) and attitudes (e.g., commitment to teaching) of the interns; (3) to elaborate on the changes in those characteristics and attitudes during the acclimation phase and in light of their unique preservice teacher education curriculum; and (4) to raise critical issues relevant to recruitment and training in teacher education. (Author)

ED 289 854
SP 029 754

Jerich, Kenneth F.

A Survey of Pre-service Teachers Enrolled in a General Methods Course with Perceptions of Micro-teaching Laboratory toward Various Components of the Experience.

PUB DATE- Apr 86
NOTE- 41p.; Paper presented at the Regional Spring Mini-Clinic of the Association of Teacher Educators (Oak Brook, IL, April 25-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Methods Courses; *Microteaching; Preservice Teacher Education; *Student Attitudes; *Supervisory Methods; Teacher Education Curriculum

This study assessed the reactions of 39 teacher candidates toward the following components of a general methods course, "Micro-Teaching: Practice in Teaching Techniques": (1) instruction in methods; (2) pre-teaching conferences; (3) laboratory teaching; and (4) post-teaching conferences. The subjects, who were enrolled in two sections of the course, had chosen their fields of specialization in English, mathematics, science, and social studies. An analysis of the responses to the 54-item questionnaire and supervisor rating form supported the following conclusions: (1) the overwhelming majority of the subjects found the four components of the course effective and mutally supportive, although differences were found between students enrolled in the two sections of the course; (2) clarity of goals and relationships between class content and laboratory practice was found to be a problem for some topics in one or another of the two sections; and (3) the data can be interpreted as suggesting that clinical supervision was implemented and generally found to be effective in obtaining laboratory goals of reflective self-analysis. A copy of the questionnaire is appended along with comments from the subjects. (JD)

ED 289 898
TM 870 695

Moede, Lauren Hall
Chapter 2 Formula. 1986-87 Final Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-86-11
PUB DATE- Jun 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Extracurricular Activities; *Federal Aid; *Improvement Programs; Leadership Training; Minimum Competency Testing; Outdoor Education; Peer Counseling; *Program Evaluation; Reality Therapy; School Buses; School Community Relationship; *School Desegregation; School Districts; Second Language Instruction; Spanish; Student Leadership; Student Transportation; Transitional Programs
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 2; Texas Educational Assessment of Minimum Skills

For the 1986-87 school year, the Austin (Texas) Independent School District (AISD) allocated its Education Consolidation Improvement Act (ECIA) Chapter 2 Formula and Carry-over funds to nine desegregation-related programs: (1) Bus Monitors; (2) Extracurricular Transportation; (3) Outdoor Learning; (4) Peer Assistance and Leadership; (5) Project ASSIST (Assisting Students in Stress Times), an elementary school program based on reality therapy; (6) Spanish Academy; (7) School-Community Liaison; (8) Texas Educational Assessment of Minimum Skills (TEAMS) Improvement; and (9) Transitional Academic Program. In a question and answer format, each program is briefly explained and its activities and impact are reported. Graphs and charts accompany the text. (MDE)

ED 289 780
SO 018 581

Ferguson, M. A.; And Others
A Cognitive Model of the Effects of Linking Political Referenda to Salient Social Issues: A Lottery Will Fund Education, But Casinos Will Cause Crime?
PUB DATE- May 87
NOTE- 43p.; Paper presented at the Annual Meeting of the International Communication Association (Montreal, Canada, May 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Crime; *Educational Finance; Financial Support; *Political Issues; School Funds; *Social Problems; Social Science Research; State Aid; State Programs
IDENTIFIERS- *Lottery; *Referendums; Voters

Contrasting a party identification model with a rational decision making model, a cognitive model predicts voter intent on two referenda: (1) an amendment to permit a state lottery; and (2) an amendment to permit residents of each county to vote on whether to permit casino gambling. Supporters of the lottery amendment attempt to strongly link it to a highly salient social issue, such as the funding of education. Opponents of the casino amendment attempt to link it to the highly salient issue of crime. The party identification model predicts that voters will follow party cues in their support or opposition to each of the amendments. The cognitive linking model predicts that those voters who link the amendments to salient social issues will be more likely to support the lottery amendment and oppose the casino amendment than will those voters who do not make these links. An integrated processing model suggests, in the absence of these links, that the voter is likely to adopt the rational choice perspective and consistently support or oppose both amendments because they are a form of gambling based on the voter's previous rational choices. No support is found for party identification as predicting voter choice. Support is found for the cognitive linking model, and the rational choice model predicts the voting intent of about 79 percent of those who do not make the cognitive links between the referenda and the other salient social issues. (AEM)

ED 289 822
SP 029 605

Bailey, Don C., Ed.; And Others
Management of Recreational Sports. Selected Proceedings from the Annual Conference of the National Intramural-Recreational Sports Association (36th, Columbus, OH, April 12-17, 1985).
National Intramural-Recreational Sports Association.
PUB DATE- 85
NOTE- 203p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Career Development; *Employment Opportunities; *Physical Fitness; *Program Administration; *Recreational Programs; Research Utilization

Thirty papers are presented in this monograph providing insights, ideas, and directions for recreational sports professionals. Topics covered at this conference included: (1) administration and management of recreational programs; (2) program operation; (3) recreational theory and research; (4) professional development; (5) special interests and sports clubs; (6) outdoor recreation; (7) extramural sports; (8) career opportunities; (9) computer usage; (10) fitness swimming; and (11) sports officiating. The appendixes offer material on the National Intra-Mural Recreational Sports Association, including information about the 1985 conference and the association's constitution and by-laws. (JD)

ED 289 870
SP 029 787

Seefeldt, Vern, Ed.
Handbook for Youth Sports Coaches.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
REPORT NO.- ISBN-0-88314-375-5
PUB DATE- 87
NOTE- 372p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation and Dance Publications, P.O. Box 704, Waldorf, MD 20601 ($14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletic Coaches; *Children; Elementary Education; Legal Responsibility; Parent Teacher Cooperation; *Physical Education Teachers; *Program Development; Program Evaluation; Psychomotor Skills; *Teacher Role; *Volunteers

This handbook was generated by a survey of the specific needs of the coaching community serving young children as athletic coaches.

The survey revealed a need for information that addresses the needs of beginning level volunteer coaches. The first section discusses the benefits of competitive sports for children and youth and the role of the youth sports coach. In the second section, the ways children grow and develop are considered with guidelines offered for selecting skills to be taught, rules and strategies, and preventing athletic injuries. Goalsetting, motivating, and teaching values and sportsmanship are included in this section as well as suggestions on how to analyze sport skills. Practical advice is offered in the third section on planning, practicing, running competitions, and dealing with parents. The final section offers information on emergency procedures, legal liabilities, sports for disabled children, and co-ed competition. Program evaluation procedures are also discussed in this section. (JD)

ED 289 884
TM 870 610

Legal Issues in Testing.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- [85]
NOTE- 4p.; An ERIC Digest published in the ERIC/TME Update Series.
CONTRACT- 400-86-0018
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Court Litigation; *Educational Testing; Intelligence Tests; *Legal Problems; Racial Discrimination; Student Placement; Test Bias; *Testing Problems; *Test Use; Test Validity
IDENTIFIERS- ERIC Digests

This Digest overviews legal challenges in five areas of test use for decision-making in schools: ability tracking, placement in special education classes, test scores as college admissions criteria, test disclosure, and teacher competency testing. Cases illustrating these challenges are described and include: Hobson v. Hansen (1967), Moses v. Washington Parish School Board (1971), Larry P. v. Riles (1972), Parents in Action on Special Education v. Hannon (1980), Diana v. California State Board of Education (1970) and Bakke v. Regents of the University of California (1976). In general, cases have been decided based on the specific circumstances of each case, and revolve around the validity of the test for a specific use. Many cases concern issues of racial, cultural, or linguistic biases in the tests themselves. (BS)

ED 289 912
TM 870 748

The Special Review Assessment Process: Guidelines for District Implementation.
New Jersey State Dept. of Education, Trenton.
REPORT NO.- PTM-400-16
PUB DATE- Jun 84
NOTE- 23p.; For related documents, see TM 870 747-752.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Records; *Educational Diagnosis; Evaluation Methods; *Graduation Requirements; High Schools; High School Students; *Informal Assessment; Limited English Speaking; *Minimum Competencies; School Districts; Skills; State Legislation; State Standards; *Student Evaluation
IDENTIFIERS- *Alternatives to Standardized Testing; New Jersey; *New Jersey Special Review Assessment

This guide intended for local school districts discusses the implementation of New Jersey's Special Review Assessment (SRA) process which provides high school students with the opportunity to demonstrate their mastery of basic skills by an assessment method other than the statewide graduation test. The process is required for eleventh graders who have not passed the graduation test. A panel of at least three teaching staff members must: (1) evaluate student performance on state and local tests; (2) examine student's coursework and transcripts; (3) check student's visual, auditory, and/or medical data; (4) examine pupil's proficiencies in other areas; (5) look at performance on the state-selected test of English language fluency (for students of limited English proficiency); and (6) conduct formal interviews with the pupil, parents, teaching staff, and a guidance counselor or psychologist.

In addition, the panel must decide whether the above documentation verifies that deficient skills have been mastered in accordance with district set criteria, and determine whether a student has demonstrated mastery in a sufficient number of skills areas to equal scoring at the state-wide standard on the graduation test. The panel's recommendation goes to the principal, the district superintendent, and the county superintendent who certifies whether the student has attained all skill requirements, can graduate, and receive a state-endorsed diploma. Student SRA Profile forms are included. (KSA)

ED 289 927
UD 025 937

Stern, David
Dropout Prevention and Recovery in California.
California Univ., Berkeley. School of Education.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Feb 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *Educational Counseling; Elementary Secondary Education; *High Risk Students; Nontraditional Education; Potential Dropouts; Program Administration; *Program Effectiveness; Remedial Programs; Student Needs
IDENTIFIERS- California

The costly supplemental or alternative programs that combat chronic school failure and continued high dropout rates are not always effective for the following reasons: (1) students do not always find out which programs are available, and (2) if no suitable program is available, there is usually no one responsible for trying to create one. People with local responsibility for dropout prevention should use an efficient procedure for assessing the situations of individual students and referring them to the most suitable program. Students drop out for numerous reasons, and there are numerous possible responses to students at risk of dropping out. Dropout prevention programs offer various curricula, including the following: (1) regular academic curriculum leading to local diploma; (2) remedial academic curriculum leading to diploma equivalent; (3) specialized vocational program leading to job placement; and (4) combined academic and vocational curricula. Dropout programs vary in their locations (regular high schools, other schools, non-school organizations), instructional processes, administrations, ranges of related activities, and schedules. A comprehensive assessment system should be developed to better match students with the available programs. A 35-item bibliography is appended. (BJV)

ED 289 943
UD 025 956

Lopez, Norma Y.
Hispanic Teenage Pregnancy: Overview and Implications.
National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.

PUB DATE- Jul 87
NOTE- 22p.; Some figures may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Birth Rate; Dropouts; *Early Parenthood; Educational Attainment; Females; Health Needs; *Hispanic Americans; *Pregnancy; Research Needs; *Unwed Mothers

Although teenage pregnancy among Hispanics has reached alarming levels, researchers generally have not separated this population out for separate analysis. The data are incomplete, but this report is an attempt to address the need for specific information about Hispanic teenage pregnancy and parenthood by subgroup and state. Data are presented from the National Center for Health Statistics and the Bureau of the Census. The major findings are the following: (1) the rate of teenage pregnancy among Hispanics is substantially above that of the White non-Hispanic population; (2) comparisons of Hispanic subgroups show that Cuban teenagers have lower birth rates than Mexican Americans and Puerto Ricans; (3) Hispanic teenagers are more likely to be married when their babies are born than are Black teenagers; (4) many Hispanic teenagers receive prenatal care after the first trimester; (5) their rate of low birth-weight babies was about the same as for Whites and lower than that for Blacks; (6) Hispanic teenage mothers are less likely to have completed high school than other teenage mothers; and (7) more research needs to be done on this problem so that the proper policies and programs can be implemented. (VM)

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